

The University of Chicago

HIGH-SCHOOL EXTRACURRICULUM ACTIVITIES

THEIR MANAGEMENT IN PUBLIC HIGH SCHOOLS
OF THE NORTH CENTRAL ASSOCIATION

A DISSERTATION SUBMITTED TO THE FACULTY OF THE
DIVISION OF THE SOCIAL SCIENCES IN CANDIDACY FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATION
1943

By
J. LLOYD TRUMP

THE UNIVERSITY OF CHICAGO PRESS
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INTRODUCTION

There probably never was a time when activities were entirely separated from the development and education of youth. Student participation in school control, for example, is known to have existed in Greece at the time of Plato and Aristotle. For a long time, however, activities were generally opposed by school administrators, later they were tolerated, and finally they have been accepted and fostered. It is only since 1920 that activities have flourished in the secondary schools.

During the period in which activities have been accepted and fostered--roughly a quarter of a century--a voluminous literature has accumulated. Much of it is descriptive of practices in individual schools. Some of it exhorts school administrators to establish programs of extra-curriculum activities or extolls the values of incorporating such a program into the organization of a school. Almost nonexistent are research studies which evaluate existing programs. Available instruments of evaluation are few and consist principally of statements of persons who are qualified to make judgments.

The study which Dr. J. Lloyd Trump has completed consists of (1) a survey of the status of activities in a selected group of high schools in the 20 states which comprise the territory of the North Central Association of Colleges and Secondary Schools and (2) an evaluation of these activities in the light of principles of management derived from the literature of school administration. The data which are presented, the standards which are used as the basis of evaluation, and the conclusions which are drawn are worthy of serious consideration by school administrators who desire to improve local practices. The study is also suggestive to research workers who wish to study activities intensively or to prepare more precise instruments for the evaluation of activities.

The University of Chicago
Chicago, Illinois

Paul B. Jacobson

TABLE OF CONTENTS

	Page
LIST OF TABLES	vii
LIST OF ILLUSTRATIONS	x
Chapter	
I. INTRODUCTION	1
The Problem	
Purposes of the Study	
Plan and Method of Investigation	
Sources of Data	
Limitations of the Study	
II. STATUS OF EXTRACURRICULUM ACTIVITIES	10
Place of Activities in the Educational Program	
Development of Extracurriculum Activities	
Typical Studies of Extracurriculum Activities	
Studies of Extracurriculum Activities Sponsored by the North Central Association	
III. PRINCIPLES OF MANAGEMENT	18
Derivation of the Principles	
Principles of Management	
Limitations of the Principles of Management	
IV. CHARACTERISTICS OF THE PROGRAM IN OPERATION	42
Principles of Management	
Status of Practice	
Evaluation	
V. ADMINISTRATION AND SUPERVISION OF ACTIVITIES	51
Principles of Management	
Status of Practice	
Evaluation	
VI. EXTRACURRICULUM FINANCE	56
Principles of Management	
Status of Practice	
Evaluation	
VII. STUDENT PARTICIPATION IN ACTIVITIES	65
Principles of Management	
Status of Practice	
Evaluation	

Chapter	Page
VIII. FACULTY SPONSORS OF ACTIVITIES	97
Principles of Management	
Status of Practice	
Evaluation	
IX. VALUES DERIVED FROM PARTICIPATION IN ACTIVITIES .	111
Principles of Management	
Status of Practice	
Evaluation	
X. UNDESIRABLE OUTCOMES FROM PARTICIPATION IN ACTIVITIES	124
Principles of Management	
Status of Practice	
Evaluation	
XI. INTERSCHOLASTIC CONTESTS	131
Principles of Management	
Status of Practice	
Evaluation	
XII. EVALUATION BY LOCAL SCHOOLS	151
Principles of Management	
Status of Practice	
Evaluation	
XIII. SUMMARY AND CONCLUSIONS	162
Status of Extracurriculum Activities	
Characteristics of the Program in Operation	
Administration and Supervision of Activities	
Extracurriculum Finance	
Student Participation in Activities	
Faculty Sponsors of Activities	
Values Derived from Participation in Activities	
Undesirable Outcomes from Participation in Activities	
Interscholastic Contests	
Evaluation by Local Schools	
BIBLIOGRAPHY	175
APPENDIXES	
A. SCHEDULE A OF QUESTIONNAIRE ANSWERED AND RETURNED BY ADMINISTRATORS IN 901 PUBLIC HIGH SCHOOLS OF THE NORTH CENTRAL ASSOCIATION	178
B. QUESTIONNAIRES ANSWERED BY 3,525 STUDENTS, 435 ALUMNI, 214 FACULTY MEMBERS, 994 PARENTS, AND 128 SPONSORS IN FIVE SELECTED SCHOOLS	185

LIST OF TABLES

Table	Page
1. Number of Questionnaires Returned from Small, Medium, and Large Schools in Twenty States of the North Central Association	8
2. Number of Questionnaires Answered by Students, Alumni, Faculty, and Parents from Each of Five Selected Schools	9
3. Techniques Used in 901 Schools in Deciding Whether a Given Activity Should Be Included in the Extracurriculum Program	44
4. Steps Taken in 901 Schools to Determine Whether a Given Activity Should Be Continued in the Extracurriculum Program	45
5. Statements of Purposes Checked by 128 Activity Sponsors	46
6. Time and Place of Activity Meetings in 901 Schools . .	47
7. Practices Governing Public Presentations by Students Participating in School Activities in 901 Schools . .	48
8. Administrative Heads of Extracurriculum Programs in 901 Schools	52
9. Officers to Whom Administration and Supervision of the Extracurriculum Program Is Delegated in 901 Schools .	53
10. Relationship between 128 Sponsors and Administrative Officers to Whom They Are Directly Responsible in Five Schools	54
11. Responsibility for the Control of Extracurriculum Funds of Athletic Activities in 901 Schools	59
12. Individuals Who May Authorize Expenditures from Extracurriculum Funds in 901 Schools	60
13. Practices in Auditing Extracurriculum Funds in 901 Schools	62
14. Devices Used in Acquainting Pupils with the Program of Activities in 901 Schools	66
15. Steps Taken in 901 Schools to Assist Pupils in Making Choices of Activities in Which They Will Participate .	68
16. Practices Governing the Amount of Participation in Extracurriculum Activities in 901 Schools	70

Table	Page
17. Assistance Given Students in Selecting Activity Leaders in 901 Schools	72
18. Steps Taken in Training Student Leaders of Activities in 901 Schools	74
19. Practices in 901 Schools Relative to Making Checks of Progress of Pupils Enrolled in Noninterscholastic Activities	75
20. Total Number of Activities Participated in by 3,581 Students during the Twelve-Months Period, March 1, 1939--February 29, 1940	76
21. Mean Percentage of Students in Thirty-two Small Schools Who Participated in Different Extracurriculum Activities	78
22. Mean Percentage of Students in Fifty-eight Medium Schools Who Participated in Different Extracurriculum Activities	80
23. Mean Percentage of Students in Thirteen Large Schools Who Participated in Different Extracurriculum Activities	82
24. Total Number of Major and Minor Offices in School Held by 3,581 Students during the Twelve-Months Period, March 1, 1939--February 29, 1940	85
25. Total Number of Major and Minor Offices Outside School Held by 3,581 Students during the Twelve-Months Period March 1, 1939--February 29, 1940	86
26. Percentage of 3,581 Students by Grades Who Held Major Offices in School and Outside-School Organizations during the Twelve-Months Period, March 1, 1939--February 29, 1940	87
27. Reasons Given by 1,628 Students for Not Belonging to Activities They Would Like to Join	88
28. Reasons Given by 587 Students for Discontinuing Membership in Activities	90
29. Reasons for Lack of Participation in Activities Given by 2,111 Students Who Were Either Nonparticipants or in Only One Activity during the Twelve-Months Period, March 1, 1939--February 29, 1940	91
30. Opinions of 3,525 Students and 435 Alumni Relative to Personal Preferences between Regular Curriculum and Extracurriculum Activities, and Opinions of 994 Parents Relative to Preferences of Their Children	92
31. Opinions of 3,525 Students and 435 Alumni Relative to Amount of Personal Time and Energy Given to Extracurriculum Activities, and Opinions of 994 Parents Relative to Time and Energy Given by Their Children	94

Table	Page
32. Responsibility for Appointment of Sponsors of Non-athletic Activities in 901 Schools	98
33. Responsibility for Appointment of Sponsors of Athletic Activities in 901 Schools	99
34. Qualifications Considered Desirable in the Selection of Sponsors in 901 Schools	100
35. Teaching or Administrative Loads of Sponsors in 901 Schools	102
36. Number of Classes Taught in Addition to Sponsoring by Activity Sponsors in 257 Small Schools	103
37. Number of Classes Taught in Addition to Sponsoring by Activity Sponsors in 519 Medium Schools	104
38. Number of Classes Taught in Addition to Sponsoring by Activity Sponsors in 125 Large Schools	105
39. Reactions in Communities of 257 Small, 519 Medium, and 125 Large Schools toward Continuing Employment of Sponsors Whose Teams or Contestants Were Unsuccessful in Winning More Than Half the Time	108
40. Benefits 3,525 Students Believe They Receive from Taking Part in Extracurriculum Activities	113
41. Benefits 435 Alumni Believe They Received While in High School from Taking Part in Extracurriculum Activities	115
42. Benefits 214 Faculty Believe Students Receive from Taking Part in Extracurriculum Activities	116
43. Benefits 994 Parents Believe Children Receive from Taking Part in Extracurriculum Activities	118
44. Activities Considered Most Worth While by Students in Five Selected Schools	121
45. Undesirable Outcomes from Taking Part in Extracurriculum Activities Listed by 5,168 Students, Faculty, Alumni, and Parents	126
46. Activities Considered Unprofitable by Students in Five Selected Schools	129
47. Number of Fifty-six Small, Ninety-six Medium, and Twenty-eight Large Schools Participating in County, District, League, State, and National Athletic and Nonathletic Contests and the Average Number of Activities in Each Type of Contest	133
48. Personal Reaction of Principals to the Program of Interscholastic Contests in 901 Schools	137

Table	Page
49. Responsibility for Starting Contests According to Principals of 901 Schools	139
50. Experiences in Administering Night Football at Home Reported by 447 Schools	141
51. Pressures Applied by Coaches on Students Preparing for or Engaging in Contests in 901 Schools	142
52. Responsibilities Accepted by 901 Schools with Respect to Participation in Interscholastic Athletic Contests	144
53. Responsibilities Accepted by 901 Schools with Respect to Participation in Interscholastic Nonathletic Contests	145
54. Insurance Provisions Relative to Participants in Activities in 901 Schools	147
55. Personal Reactions of Principals to the Program of Extracurriculum Activities in 901 Schools	152
56. Criticisms of the Extracurriculum Program Listed by 5,168 Students, Alumni, Faculty, and Parents	154
57. Status of Evaluation of Extracurriculum Activities in 901 Schools	158
58. Results of Evaluations Reported by 901 Schools	159

ILLUSTRATION

Figure

1. States in Which Schools Are Accredited by the North Central Association of Colleges and Secondary Schools and the Number of Public High Schools Accredited in Each State in 1940	4
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CHAPTER I

INTRODUCTION

During the past several decades, significant adaptations have been made in the schools to the normal tendencies of students to perform such activities as organizing into social groups, engaging in competitive sports, developing group loyalties, giving vent to oral and written expression, following special interests, endeavoring to excel their fellows in a variety of ways, and the like. These normal tendencies of young people have been organized in schools into what have been called extracurriculum activities.

Although many terms, such as "allied," "co-curricular," "semicurriculum," and "extraclass," have been applied to what are here termed extracurriculum activities, the meaning has been relatively similar in the minds of most school workers. Activities such as athletics, clubs, assemblies, publications, music, debate and discussion, drives and contests, and pupil participation in government are those usually thought of as being extracurriculum activities, even though in many schools some of these activities have been administered in much the same manner as other aspects of the curriculum. It is with the management of these extracurriculum activities in public high schools of the North Central Association of Colleges and Secondary Schools that this study is concerned.

The Problem

The fact that extracurriculum activities have developed in most instances as a result of demands from students, faculties, and community groups with a minimum of centralized direction has led to significant variations in practice in managing the program of activities in different schools. On the one extreme a laissez faire policy has been followed by school administrators so that activities have come and gone with very little supervision; at the other extreme are schools in which careful procedures have been followed for inaugurating and disbanding activities, keeping

records, regulating participation, selecting and supervising sponsors, exercising financial control, and evaluating results. Between these extremes there have been many variations in practice.

The problem which prompted this study arises from the desirability on the part of an accrediting agency, the North Central Association, to evaluate the varied practices of management of extracurriculum activities found in the schools. The concern of the study, therefore, is with the appropriateness and adequacy of prevailing practices among these North Central Association schools.

Purposes of the Study

This study was initiated by the Committee on Curriculum Trends of the North Central Association of Colleges and Secondary Schools. This committee, charged with the responsibility of conducting surveys from time to time of trends in the development of the curriculum offerings in secondary schools accredited by the Association, became interested in discovering the status of practice with respect to the management of extracurriculum activities in these schools so that an evaluation of the practices might be made. The committee believed that a study of a relatively large number of public schools of the different types represented in the North Central Association would be helpful in revealing to administrators in local schools desirable practices in the management of extracurriculum activities.

The study dealt with the following aspects of management of extracurriculum activities:

1. Determining the characteristics of the program to be offered.
2. Developing administrative and supervisory relationships.
3. Managing extracurriculum finance.
4. Securing adequate student participation.
5. Selecting competent activity sponsors.
6. Securing the greatest possible number of values.
7. Avoiding undesirable outcomes.
8. Participating effectively in interscholastic contests.
9. Practicing continuous evaluation of the program.

Plan and Method of Investigation

Three steps were followed in order to determine the effec-

tiveness of the management of extracurriculum activities among the schools of the North Central Association. As a frame of reference for viewing the practices, twenty-seven principles of effective management were first developed. Second, the status of practice in the schools was studied. Third, an evaluation of the practice was made on the basis of the principles of management. The committee decided arbitrarily to limit the study to the public high schools of the Association.

The first problem of the study was to determine effective principles of management. Much of the literature concerned with extracurriculum activities was studied in order to reveal recommended procedures. Relatively few pronouncements in this field have dealt with principles of management, the majority of statements having been concerned with descriptions of practice. Twenty-seven principles of management were eventually selected as a basis for the evaluations. The sources of these principles are indicated in chapter iii of this report along with the principles.

The status of practice was revealed through the utilization of questionnaires submitted to a large sampling of the schools and through questionnaires and personal observations in five selected schools. The questionnaires and observations were planned in order to secure data which might be used in evaluating the extent to which the principles of management were being followed.

The North Central Association of Colleges and Secondary Schools is a voluntary association of colleges and secondary schools in twenty states. The states and the number of public secondary schools in each belonging to the Association at the time of the study (1940) are shown in Figure 1. There were 2,522 public secondary schools accredited by the Association in 1940. Approximately three-fifths (1,595) of these schools were four-year high schools. The largest number of schools in any one state was 351 schools in Illinois. Ohio ranked a close second with 328 schools. The third and fourth states in order of number of schools were Michigan with 210 and Kansas with 189 schools. Other states in which more than 100 schools were located were, in order of number of schools: Iowa, Nebraska, West Virginia, Indiana, Wisconsin, Oklahoma, and Missouri. Listed in order of number of schools, Minnesota, Colorado, South Dakota, Arkansas, North Dakota, Arizona, Montana, New Mexico, and Wyoming were the other states in the

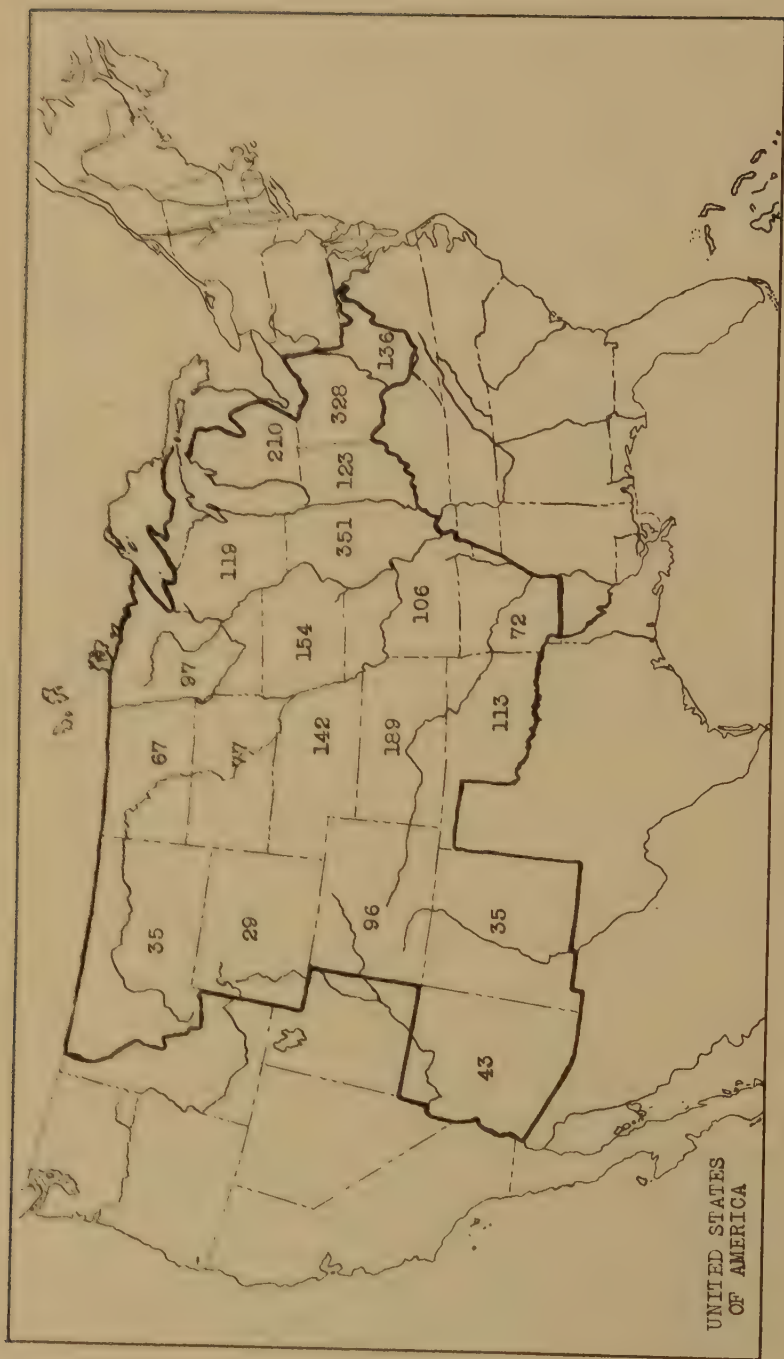


Fig. 1.--States in which schools are accredited by the North Central Association of Colleges and Secondary Schools and the number of public high schools accredited in each state in 1940.

North Central Association.

In order to secure a more equal distribution among the schools in terms of types of school organization, questionnaires were sent to all three-, five-, and six-year schools and every third four-year high school on the accredited list of the Association. Questionnaires were sent to 1,458 public high schools in the Association, 58 per cent of the schools in this classification. The questionnaire was divided into two parts, Schedule A and Schedule B (see Appendix A). Principals were instructed to return Schedule A if it was impossible for them to complete Schedule B. Replies to Schedule A were received from 901, or 61.8 per cent, of the schools; the replies to Schedule B totaled 634, or 43.5 per cent of the schools.

Five schools were selected in order to provide an opportunity for securing certain types of data on a more intensive basis. The following criteria were used in determining the schools which were selected:

1. Because of limitations of time and funds, the schools should be in the immediate vicinity of Chicago.
2. The schools selected should represent a variety of communities and sizes and types of schools.
3. The schools should be ones in which the administrative officers were willing and anxious to co-operate in the study.
4. The schools selected should be ones in which there was no unusual interest in fostering or hindering the development of extracurriculum activities.

Five schools were selected on the basis of the foregoing criteria. The Genoa Township High School, a four-year high school enrolling 105 students, is a relatively small, rural consolidated high school serving children in the town of Genoa, Illinois, and the surrounding community. The Hinsdale Township High School, a four-year school enrolling 670 students, is a medium-sized school serving mainly the children in Hinsdale, Illinois, a comparatively wealthy Chicago suburb, but also including some children from surrounding rural areas and another community with a much lower economic level. The Lindbloom Technical High School, a four-year school enrolling 6,800 students, is a large metropolitan school with both academic and technical curriculums, serving children of many nationalities, mainly from lower income groups in the southwestern section of Chicago, Illinois. The Lyons Township High

School, a four-year school enrolling 1,526 students, is a medium-sized school serving the constituency in LaGrange, Illinois, a suburb of mixed economic status, tending toward upper income levels, a school in which a relatively large proportion of the graduates plan to enter college. The Whiting High School, a three-year high school enrolling 592 students, is a medium-sized school serving the children in Whiting, Indiana, a highly industrialized community with a relatively high percentage of children of foreign extraction many of whose parents work in oil refineries. In the body of this report, these five schools are referred to as A, B, C, D, and E in the order in which they have been mentioned here. These schools were each visited several times and questionnaires were filled out by groups of students, alumni, faculty, and parents.

The final step in the study was the formation of the evaluations. As was indicated in a foregoing paragraph, the evaluations were made by comparing the status of practice as revealed in the questionnaires with the principles of management.

Sources of Data

The sources of the data used in the formulation of the principles of management developed in this study are shown subsequently as each principle of management is pronounced.

The data indicating the status of practice in managing extracurriculum activities were secured from tabulations of 6,703 questionnaires answered by all types of professional school personnel, students, alumni, and parents.

Schedule A was a printed questionnaire, distributed under the auspices of the Committee on Curriculum Trends of the North Central Association. Replies were received from administrative officers in 901 schools. This schedule, shown in Appendix A, consisted of forty-four questions, all but six of which were answered either by checking one of the responses indicated or by writing in some comment in the space provided. Four questions called for statistical material relative to costs of activities and two were questions with no fixed responses indicated. The questionnaire was carefully constructed, tried out in four near-by schools and checked by a personal interview, examined by three professors in the Department of Education of the University of Chicago, and approved by the North Central Association committee. The 901 schools,

from which replies were received, are located in all of the twenty states served by the North Central Association. Data from the questionnaires were tabulated in three groups depending upon the size of the schools. Schools enrolling fewer than fifty students per grade were arbitrarily classified as small schools; those enrolling from 50 to 399 students per grade were classed as medium-sized schools; and those enrolling more than 400 students per grade were classed as large schools. On the basis of this classification, replies were received from 257 small schools, 519 medium schools, and 125 large schools. The number of Schedule A questionnaires tabulated from each of the states in the three groups according to size of schools is shown in Table 1. The largest number of returns were received from Illinois, Ohio, and Michigan, the three states having the largest number of schools accredited by the North Central Association. The smallest number of replies received from any state was thirteen, the number returned from Wyoming. The questionnaires returned constitute a reasonably fair sample of the schools of the North Central Association.

Schedule B of the questionnaire sent to the North Central Association schools consisted of a series of columns in which those responding were to submit statistical data indicating the extent of the extracurriculum offering and the participation of the schools in contests. Replies were received from 634 schools. Many of these replies, however, contained only a few entries, usually with a comment that school records did not present the statistical evidence requested. Because of the general unreliability of these data in Schedule B, they have been used sparingly in the study. A sample of these questionnaires was tabulated rather than the entire group because it was felt that the expenditure of funds in tabulating did not warrant a complete tabulation. As these data are presented in subsequent sections of the report, the size of the sample tabulated is indicated.

Data were also secured from questionnaires filled out by students, alumni, faculty members, and parents in the five selected schools. The number of questionnaires completed by persons in each of these categories in the different schools is shown in Table 2. The number of students in Schools A, B, D, and E was the total number of students enrolled in the schools who were available at the time the questionnaires were administered. Questionnaires were answered by a sample approximating one-seventh of the

TABLE 1

NUMBER OF QUESTIONNAIRES RETURNED FROM
SMALL, MEDIUM, AND LARGE SCHOOLS
IN TWENTY STATES OF THE NORTH
CENTRAL ASSOCIATION

State	Number of Schools from Which Questionnaires Were Returned			
	Small	Medium	Large	Total
Arizona.....	6	10	2	18
Arkansas.....	10	16	1	27
Colorado.....	11	12	4	27
Illinois.....	29	65	24	118
Indiana.....	6	31	7	44
Iowa.....	19	32	5	56
Kansas.....	27	36	4	67
Michigan.....	14	44	16	74
Minnesota.....	19	24	4	47
Missouri.....	9	21	5	35
Montana.....	5	8	2	15
Nebraska.....	21	32	3	56
New Mexico.....	5	8	2	15
North Dakota...	15	10	1	26
Ohio.....	23	64	21	108
Oklahoma.....	13	24	6	43
South Dakota...	14	15	1	30
West Virginia..	9	30	8	47
Wisconsin.....	6	21	9	36
Wyoming.....	5	7	1	13
Total.....	257	519	125	901

students in School C. In all cases the questionnaires were filled out by students during a single class hour, so that no opportunity was afforded students to discuss the questionnaire with other students. The alumni who answered the questionnaires were all recent graduates, none having graduated more than five years previous to the time of responding to the questionnaire. An effort was made in each of the schools to secure a sampling of alumni including some who were attending college and those who were working either in the local or neighboring communities. All faculty members in each of the five schools were requested to answer questionnaires. The parent responses were secured on a voluntary basis, first, by students volunteering to take the inquiry forms home and returning them to school, and second, through the voluntary answering of the questionnaire by the parents.

Interpretations of the data were made more reliable because

TABLE 2

NUMBER OF QUESTIONNAIRES ANSWERED BY STUDENTS, ALUMNI, FACULTY
AND PARENTS FROM EACH OF FIVE SELECTED SCHOOLS

School	Number of Persons Responding to Questionnaire											
	Students			Alumni			Faculty			Parents		
	Boys	Girls	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
A...	49	54	103	11	13	24	6	4	10	9	18	27
B...	288	297	585	24	21	45	12	15	27	89	267	346
C...	399	519	918	96	94	190	46	61	107	151	354	505
D...	686	697	1383	72	54	126	19	23	42	19	38	57
E...	293	243	536	18	32	50	15	13	28	13	36	49
Total	1715	1810	3525	221	214	435	98	116	214	281	713	994

of visits made to each of the five selected schools. In each of these schools students and faculty were interviewed as well as those charged with the management of the program. In one school a group of alumni were interviewed. No parents were interviewed.

Limitations of the Study

The limitations of the study are primarily those associated with the use of the questionnaire method of collecting data. The use of questionnaires was deemed desirable, however, in view of the fact that it was impossible within the limits of time and funds to visit personally a large number of schools. The opinion was held, moreover, that generalized evaluations based on a large number of schools representing a relatively large sampling in each of the twenty states would be more acceptable to those charged with the management of extracurriculum programs in the different schools than evaluations based upon surveys conducted in a small number of schools. The study was planned to include intensive surveys in five schools in order to meet partially the need for relating evaluations to specific school situations.

CHAPTER II

STATUS OF EXTRACURRICULUM ACTIVITIES

It is the purpose of this chapter to indicate the place of extracurriculum activities in the educational program at the present time, to review some of the data pertinent to the development of extracurriculum activities in the schools, to describe some of the more significant studies which have been made in this area, and to review the studies of high-school extracurriculum activities made under the auspices of the North Central Association of Colleges and Secondary Schools.

Place of Activities in the Educational Program

During the past several decades, extracurriculum activities have gone through stages in which they were first opposed by the majority of educational workers, then tolerated with some misgivings, and more recently definitely encouraged. This evolution in attitudes toward activities has been aptly described by Koos, Hughes, Hutson, and Reavis in their recent volume dealing with secondary-school administration:

In former days extracurriculum activities had no recognition from school authorities; they were, in fact, suppressed. The concept of the school as "an embryonic community life, active with types of occupations that reflect the life of the larger society," embodying "active, expressive, and self-directing factors" in the educational process, had not yet been popularized among either theorists or practitioners. Rather, the school was the place for absorption of the teachers' offerings. Extracurriculum activities were useless play which stole the pupils' time from "education."

Despite opposition, however, the pupils persisted in their activities in order to compensate for the unreal life of the school. . . . Then came the policy of toleration on the part of the school authorities, as the concept of the pupil as an active and social being gained some acceptance. Extracurriculum activities were described as "outlets for surplus physical energies" and "social sedatives."

The present tendency is to recognize positive educational values in the extracurriculum, to promote pupil-initiated projects, and to capitalize for educational growth the natural social and creative propensities of youth. It can hardly be doubted that the present acceptance of extracurriculum activi-

ties is rooted in the same educational theories which are slowly reshaping the curriculum, the aims, and the whole spirit of the school. . . .¹

Today it would be difficult to imagine a school in which extracurriculum activities in some form or other were not present. Not infrequently these activities have found their way into the regular curriculum of the school and credit toward graduation has been given for participation. In an investigation involving 269 secondary schools located in all but three of the states, Galen Jones has reported considerable change in status in activities from extracurriculum to curriculum.² In no case did an activity in one of these schools change from curriculum to extracurriculum in status. Music activities, in from one-half to two-thirds of the schools, depending upon the specific activity, were changed from extracurriculum to curriculum status. In one-third to two-fifths of the schools, such activities as the newspaper, dramatics, and debate were curricularized. On an average it took from six to fifteen years to change an activity from extracurriculum to curriculum status. The activities which originated in the extracurriculum and did not change their status in the schools studied were departmental clubs, recreational clubs, honoring clubs, special-interest or hobby clubs, and outside-agency clubs. The findings lend support to the conclusion that extracurriculum activities find a place of widespread acceptance on the part of school workers.

Development of Extracurriculum Activities

Organized extracurriculum activities in American secondary schools are largely the product of the twentieth century. An extensive study of the development of extracurriculum activities was that already referred to by Galen Jones, published in 1935. In his study of the development of activities in 269 secondary schools Jones ascertained not only the percentage of schools of-

¹Leonard V. Koos, James M. Hughes, Percival W. Hutson, and William C. Reavis, Administering the Secondary School, pp. 130-31. New York: American Book Company, 1940.

²Galen Jones, Extra-Curricular Activities in Relation to the Curriculum, pp. 24-32. Teachers College, Columbia University Contributions to Education, No. 667. New York: Bureau of Publications, Teachers College, Columbia University, 1935.

fering different activities but also the approximate dates when the activities were first introduced. Lack of carefully kept records of extracurriculum activities made the task of establishing accurate dates a difficult one.

Jones reported basketball to be the activity found most frequently in secondary schools; 98.1 per cent of the schools had this activity. Other activities found in 90 per cent or more of the schools were the newspaper, girls' glee club, football, track, and dramatics. Found in from 80 to 90 per cent of the schools were the yearbook, boys' glee club, band, tennis, debate, assemblies, departmental and outside-agency clubs. In from 70 to 80 per cent of the schools chorus, baseball, golf, student council, recreation and honor clubs, and homerooms were a part of the extracurriculum program. Special-interest clubs were found in 65.1 per cent of the schools, handbooks in 48, swimming in 42.8, magazines in 33.5, wrestling in 33.5, and hockey in 28.6.¹

Jones reported that activities were organized in schools shortly after 1870. Of the 269 schools investigated, four held school assemblies, two engaged in football, two were organized with homerooms, one each participated in baseball, track, and debate, one published a newspaper, and one had organized an honor society prior to 1880. Of the different schools in the group of 269 participating in the activities mentioned, 50 per cent had started each of the following activities by the year given in parentheses following the activity: football (1907), track (1910), basketball (1912), baseball (1913), assemblies and yearbook (1915), magazine (1916), debating and dramatics (1919), boys' and girls' glee clubs, chorus, and orchestra (1920), newspaper (1921), recreational clubs and band (1923), outside-agency clubs, homeroom, student council, and departmental clubs (1924), tennis (1925), swimming, handbook, honoring clubs, and hockey (1926), special-interest or hobby clubs (1927), golf (1929), and wrestling (1930).² Although additional data are provided by Jones in his study, the foregoing indicate general trends in terms of median years for the growth of the extracurriculum program. Nearly all extracurriculum activities have been introduced since 1900; however, the most significant period in the growth of the movement has been since 1920.

¹Ibid., pp. 15-16.

²Ibid., pp. 17-19.

Typical Studies of Extracurriculum Activities

Many studies of different phases of the extracurriculum program in secondary schools have been made. It does not seem desirable in terms of space available in this report to attempt an exhaustive enumeration of these studies; the purpose of this section is rather that of indicating types of studies which have been made.

The first general study of extracurriculum activities and the first yearbook concerned with this topic was that of the National Society for the Study of Education, published in 1926 under the chairmanship of Leonard V. Koos.¹ This yearbook contained an analysis of the general literature on extracurriculum activities, general surveys of practice at the different levels, studies of pupil participation, descriptions of different types of activities, descriptions of local practices, and a chapter on evaluating extracurriculum activities. This yearbook remains one of the chief guides in the study of extracurriculum activities.

A second significant volume in the study of extracurriculum activities was a summary of investigations in the field assembled by Earle Rugg in 1930.² The volume contained a general statement by the author relative to the program and reviews of Masters' theses concerned with different aspects of the extracurriculum program.

The most extensive survey of extracurriculum activities in terms of number of schools contacted previous to the present study was that carried on as a part of the National Survey of Secondary Education. Two volumes were published as a result of these studies; nonathletic activities were described by Reavis and Van Dyke³ while athletic activities were studied by Brammell.⁴

¹Leonard V. Koos, Chairman, Extra-Curricular Activities, pp. v + 235. Twenty-fifth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Company, 1926.

²Earle Rugg, Summary of Investigations Relating to Extra-Curricular Activities, pp. iii + 304. Greeley, Colorado: State Teachers College, 1930.

³William C. Reavis and George E. Van Dyke, Nonathletic Extracurriculum Activities, pp. 174. National Survey of Secondary Education Monograph No. 26. Washington: U. S. Printing Office, 1932.

⁴P. Roy Brammell, Intramural and Interscholastic Athletics, pp. 143. National Survey of Secondary Education Monograph No. 27. Washington: U. S. Printing Office, 1932.

Data were collected by Reavis and Van Dyke in 158 selected schools and intensive studies were made in 24 schools. Valuable data relative to participation, programs, sponsorship, and management were revealed in this study. Brammell's study, carried on in 327 selected schools, provided data relative to different aspects of the intramural and interscholastic athletic programs in these schools.

The most extensive report of pupil opinions relative to extracurriculum activities was that provided by Eells as a part of the Cooperative Study of Secondary School Standards.¹ In this study, 17,246 pupils in 198 schools gave their opinions relative to the extent of their participation and the values they derived from participation in extracurriculum activities.

Many studies have been made of the effects of participation in extracurriculum activities upon the students. Most of these have indicated positive correlations between wide participation and scholastic achievement. Myers, for example, compared 118 members of a high-school honor society with a control group in the same school finding that the honor-society group was more active in every phase of extracurriculum activities even though the average scholarship of the honor group was 83.6 contrasted with 69.5 for the control group.² Other recent studies by Remmlein,³ Short and Drake,⁴ and Tepper⁵ have similarly concluded that pupils active in extracurriculum activities tend to make higher grades than those who are less active.

Studies have also been made of leaders in extracurriculum activities. Courtenay, for example, studied the persistence of leadership among girls, using the control-group and case-study

¹Walter Crosby Eells, "What Secondary School Pupils Think of Pupil Activities," Clearing House, XII (April, 1938), 469-75.

²Florence C. Myers, "Survey of the Extra-Curricular Activities of an Honor Group and a Control Group," High Points, XIX (November, 1937), 8-13.

³Madeline Kinter Remmlein, "Scholastic Accomplishment as Affected by Intelligence and Participation in Extra-Curricular Activities," Journal of Applied Psychology, XXIII (October, 1939), 602-8.

⁴Ruth M. Short and Richard M. Drake, "A Study of Participation in Extra-Curricular Activities," School Activities, XIII, No. 1 (September, 1941), 3-4.

⁵Edith H. Tepper, "Scholarship and Extra-Curricular Participation," School Activities, XIII, No. 2 (October, 1941, 51-52.

techniques, and found that the qualities that made the members of the leader group outstanding figures in the high-school world continued to make them prominent on the college campus and active in the stimulation and direction of community affairs.¹ Reals, in a study of leaders in eight high schools in Missouri, Oklahoma, and Illinois, found that leaders had better school attendance records, came from better homes, enjoyed superior home relationships, and were more often the only child in the family.²

Other studies have aimed to evaluate the program of extra-curriculum activities. Chamberlin concluded in a recent study that students who participated in extracurriculum activities were better adjusted socially than those who did not.³ Van Nice similarly concluded in his study that the vocational adjustment of participants was superior to that of nonparticipants.⁴ Reinhardt secured the opinions of 453 graduates of schools in 53 Illinois counties with evaluative recommendations.⁵

An example of a study of sponsors is that by Briggs. In his study of sponsors in 161 schools in 45 states, he found a high positive correlation between teaching success and willingness to serve and excellence in sponsoring activities.⁶

The foregoing resumé of studies is not a complete one. It does indicate some of the more significant studies and illustrates types of studies which have been made.

Studies of Extracurriculum Activities Sponsored by the North Central Association

Three general studies of extracurriculum activities at

¹Mary Ethel Courtenay, "The Persistence of Leadership," School Review, XLVI (February, 1938), 97-107.

²Willis H. Reals, "Leadership in the High School," School Review, XLVI (September, 1938), 523-31.

³R. G. Chamberlin, "Extracurricular Activities and Social Adjustment," Secondary Education, VI (October, 1937), 149-52.

⁴Charles R. Van Nice, "Extracurriculum Activities and Vocational Adjustment," Secondary Education, VI (October, 1937), 162-64.

⁵Emma Reinhardt, "High School as Viewed by Recent Graduates," Clearing House, XII (December, 1937), 205-8.

⁶Eugene S. Briggs, "Demand for Teachers Prepared to Guide and Direct Extra-Class Activities," School and Society, XLV (March 15, 1937), 693-96.

the secondary-school level have been authorized by the North Central Association and reported in the official publication of the organization, the North Central Association Quarterly. The first of these studies, published in 1929, was concerned with the values inherent in extracurriculum activities. The objectives of education as listed by the North Central Association were used as a basis for checking the values in activities. The list of values was checked by a group of graduate students, administrators, and teachers. Social values were those ranked highest in this study.¹

A second study, made by Rivett, was concerned with the relation of athletics to the high-school program. Replies to a questionnaire were received from 380 schools. Data were tabulated showing the different sports participated in by the schools, regulations for contest participation, granting of scholastic credit, granting of awards, and the status of physical education classes. No recommendations for future developments of the program were presented. The author concluded that a marked improvement in the conduct of athletics over a period of twenty-five years was evident.²

A third study pertaining to the purposes and practices of student activities was made by Clement in 1938. Data were collected from approximately four hundred schools. The study was in some respects a follow-up of a study of ninth-grade subjects and activities in 307 North Central Association high schools completed by Clement a year earlier. Data were secured to show participation in activities, the nature of the program, and the listed aims and purposes of different activities. Clement recommended ". . . first, as rich and representative a body or group of activities as possible should be offered to all pupils in secondary schools. Second, as large a provision as possible should be made for administering a well-organized program of student activities closely allied with the subjects taught in the secondary schools."³

¹Thomas M. Deam, "Report of Sub-committee on Extra-Curricular Activities," North Central Association Quarterly, III (March, 1929), 542-88.

²B. J. Rivett, "The Relation of Athletics to the High School Program," North Central Association Quarterly, XIV, No. 3 (January, 1940), 274-79.

³J. A. Clement, "Purposes and Practices of Student Activities," North Central Association Quarterly, XIV, No. 3 (January, 1940), 280-88.

The present study, similarly made under the authorization of the North Central Association, constitutes an effort toward the implementation of the foregoing recommendations through an analysis of the appropriateness and adequacy of prevailing practices of management of extracurriculum activities.

CHAPTER III

PRINCIPLES OF MANAGEMENT

The development of a list of effective principles of management constituted the first important step in the study. The procuring of such a list was essential in providing a frame of reference for analyzing the adequacy and appropriateness of the practices revealed in the study so that an evaluation of the practices might be made. Such use of this list of principles is based on the assumption that evaluation is possible when pertinent evidence is collected indicating the degree to which stated objectives are being realized, a technique emphasized by Tyler in appraising school practices.¹

Derivation of the Principles

The principles of management used in the study were derived from a study of the literature concerned with extracurriculum activities. Relatively few pronouncements in this field have dealt directly with principles of management, the majority of the statements having been concerned with descriptions of practice. The list of principles finally selected came largely from the writings of authors who have done considerable writing in the field of extracurriculum activities and have, accordingly, achieved authoritative status in the field.

It will be apparent in subsequent paragraphs in this chapter that the actual number of sources used in documenting the twenty-seven principles of management was not large. The earliest source used, in point of time, was the yearbook of the National Society for the Study of Education published in 1926 under the chairmanship of Koos.² After an analysis of the literature on extracurriculum activities published prior to that date, Koos tabulated a list of principles of organization, administration, and

¹Ralph W. Tyler, "Appraising Progressive Schools," Educational Method, XV (May, 1936), 412-15.

²See supra, p. 13.

supervision of activities. Most of these principles were incorporated into the list of principles of management developed for use in the present study. Since the time of the publication of the foregoing yearbook, the literature pertaining to extracurriculum activities has been voluminous. In only a few of these writings, however, have authors specifically mentioned what they considered effective procedures for the management of activities. The authors whose writings have been drawn upon in developing the principles listed in this chapter are indicated in the discussion following each of the principles.

Principles of Management

1. Procedures for the inauguration of new activities should be characterized by definiteness in responsibility, ease of operation, and sensitiveness to student wishes. The importance of avoiding a laissez faire policy in the management of student activities has been pointed out by Fretwell in his treatise on extracurriculum activities.¹ Millard has written that the choice of activities should be definitely guided by the size of the school, type of organization, number of qualified sponsors available, local interest of pupils, community traditions, ideals, and standards, and the purposes of the program.² That activities should be organized under school direction and control was one of the principles of management most frequently reported in the summary of principles listed by Koos.³ A similar principle enunciated in the same list is that there should be authoritative sanction for new organizations.⁴ Reavis and Van Dyke have emphasized that definite provisions must be made for the introduction of new activities.⁵ McKown has stated the principle that activities should be started in a small way and developed naturally.⁶ That

¹Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools, p. 12. Boston: Houghton Mifflin Company, 1936.

²C. V. Millard, Organization and Administration of Extra Curricular Activities, p. 33. New York: A. S. Barnes Co., 1932.

³Koos, op. cit., p. 15. ⁴Ibid.

⁵William C. Reavis and George E. Van Dyke, Nonathletic Extracurriculum Activities, p. 32. National Survey of Secondary Education Monograph No. 26. U. S. Office of Education Bulletin No. 17, 1932.

⁶Harry C. McKown, Extra-Curricular Activities, p. 21. New York: The Macmillan Company, 1937.

the wishes of the students should be kept constantly in mind in the introduction of new activities has been urged by McKown,¹ Koos,² Foster,³ Fretwell,⁴ Roemer and Allen,⁵ and Johnston.⁶ Strang has recently expressed the principle in this manner: "Group activities should be the outgrowth of students' creative interests; they should not be predetermined by adults."⁷

2. Participants should be asked at the end of the season or year for recommendations relative to continuation of each activity. This second principle of management implies the necessity for regularly scheduled evaluations by those who are most immediately concerned with the program, the participants themselves. McKown has stated that "no activity should be allowed to die without protest."⁸ Jacobson and Reavis have urged periodic evaluations of the extracurriculum program in order to determine the adequacy of the offering.⁹ Johnston similarly has urged the necessity for constant analysis on the part of teachers, students, and administrators to make certain that the purposes of activities are clear and are being achieved.¹⁰

3. The aims of the different activities should be clearly defined so that evaluations may be made in relation to the accomplishment of these aims. The purposes of extracurriculum activities

¹Ibid., p. 17.

²Koos, op. cit., p. 15.

³Charles R. Foster, Extra-Curricular Activities in the High School, pp. 3-11. Richmond, Va.: Johnson Pub. Co., 1925.

⁴Fretwell, op. cit., p. 13.

⁵Joseph Roemer and Charles Foster Allen, Extra-Curricular Activities in Junior and Senior High Schools, pp. 2-6. Boston: D. C. Heath and Company, 1926.

⁶Edgar D. Johnston, "Extra-Curricular Activities Today--an Appraisal," Harvard Educational Review, IX (May, 1939), 349.

⁷Ruth Strang, Group Activities in College and Secondary School, p. 34. New York: Harper and Brothers, 1941.

⁸McKown, op. cit., p. 21.

⁹Paul B. Jacobson and William C. Reavis, Duties of School Principals, p. 291. New York: Prentice-Hall, Inc., 1941.

¹⁰Johnston, op. cit., pp. 347-48.

should harmonize with those of the total educational program. The need for careful consideration of the purposes of activities has been emphasized by Johnston,¹ Jacobson and Reavis,² Koos,³ Terry,⁴ Roberts and Draper,⁵ and Pulliam.⁶ In a recent book, Reavis and Judd state, "(1) that a statement of specific objectives is prerequisite to organization, and (2) that the activities of an organization should be guided by the objectives proposed."⁷

4. Activity meetings should be held on school premises, during the school day, during an activities period when possible; night interscholastic contests should be held only on nights followed by school vacations. That the high school should be the meeting place for student activities was indicated by seven of the writers in Koos's study.⁸ Pulliam has stated that school time should be allowed for activity meetings.⁹ Scheduling of few if any evening meetings was set up as a principle in Koos's study.¹⁰ In the same study it was urged that activities should be a part of the regular program. McKown has also held that activities should be scheduled in school time.¹¹ Foster has recommended the provision of an activities period.¹² Brammell has urged that

¹Ibid.

²Jacobson and Reavis, op. cit., p. 291.

³Koos, op. cit., p. 15.

⁴Paul W. Terry, "Democratic Principles of Supervision for Extra-Curriculum Activities," School Review, XLV (November, 1937), 655.

⁵Alexander Crippen Roberts and Edgar Marian Draper, Extra-class and Intramural Activities in High Schools, pp. 368-69. Boston: D. C. Heath and Company, 1928.

⁶Roscoe Pulliam, Extra-Instructional Activities of the Teacher, p. 262. Garden City, N. Y.: Doubleday, Doran and Company, Inc., 1930.

⁷William C. Reavis and Charles H. Judd, The Teacher and Educational Administration, p. 111. Boston: Houghton Mifflin Co., 1942.

⁸Koos, op. cit., p. 15.

⁹Pulliam, op. cit., p. 263.

¹⁰Koos, op. cit., p. 15.

¹¹McKown, op. cit., pp. 17-18.

¹²Foster, op. cit., p. 10.

interscholastic athletic contests should not be held on a day or night preceding a school day.¹ All of the foregoing suggestions seem reasonable if activities are to be kept under the close supervision of school authorities and if they are not to interfere too greatly with the rest of the program of the school.

5. The programs of activities should be characterized by active participation on the part of the membership and by service to the school and community. Pierce has written that "the well-rounded development of pupil personalities should receive primary consideration" in the planning of a program of extracurriculum activities and that "activities should be related to future as well as current living" of the students.² The well-rounded development of personalities seems to imply the necessity for students' being active participants in school organizations and that programs be planned so as to secure the active participation of a large proportion of the members. This principle also seems to imply the necessity for providing a large variety of different types of activities within the program of any given organization as well as a large number of different types of activities within the school. Provision of activities which will carry-over into adult life is implied in Pierce's second statement. Jacobson and Reavis have set forth as a principle that "the public relations program of the school should interpret to the community the educational possibilities of the extracurriculum."³ Interpreting the educational values in the extracurriculum program would seem to require service functions on the part of school organizations both in the school and in the community in order to portray these educational values effectively. The members of an activity should participate in the activity not only because of anticipated personal benefits, but also to serve the school and community; in the rendering of these wider services, greatest personal benefits may accrue to the participants.

¹P. Roy Brammell, Intramural and Interscholastic Athletics, p. 61. National Survey of Secondary Education Monograph No. 27. U. S. Office of Education Bulletin No. 17, 1932.

²Paul R. Pierce, "Reorganizing Extra-Curriculum Activities: A High School Program," School Review, XLVI (February, 1938), 118-22.

³Jacobson and Reavis, op. cit., pp. 290-91.

6. The responsibility for the management of the extracurriculum program in the school rests with the principal; in most cases this responsibility should be delegated to a director of extracurriculum activities. The principal of the school is in a strategic position to view the total educational program as it affects the youth in the school. For that reason, he should be able to view most accurately how the extracurriculum program fits into the total program and how extracurriculum activities may complement regular-curriculum activities. Because of the numerous responsibilities of his office, the principal should usually delegate the management of details to a subordinate director of extracurriculum activities. Roberts and Draper,¹ Fretwell,² and Koos³ have emphasized the responsibilities of the principal as supervisor of the activity program. Strang has emphasized the need for co-ordination of the program by some individual who sees the total educational program.⁴ McKown has been among those urging the appointment of a director of extracurriculum activities.⁵ The director of extracurriculum activities should serve as an executive rather than a policy-making officer.

7. The general program of extracurriculum activities in the school should be planned and evaluated by a committee composed of representatives of faculty, students, and administration. The director of extracurriculum activities should serve as the executive officer of this representative policy-making body. Sears, in a survey of the schools at Tracy, California, recommended the establishment of a faculty and student council which should consider all matters of policy governing initiation, control, and evaluation of activities.⁶ Strang has written that all activities should be chartered by a central body selected by the students.⁷ If the lines of representation are kept clear, this committee

¹Roberts and Draper, op. cit., p. 369.

²Fretwell, op. cit., p. 16.

³Koos, op. cit., p. 15.

⁴Strang, op. cit., p. 52.

⁵McKown, op. cit., pp. 585-91.

⁶Jesse B. Sears, Director, Tracy Union High School Survey, p. 84. Tracy, California: Board of Education, 1935.

⁷Strang, op. cit., p. 34.

should be very valuable in stimulating and maintaining constructive interest on the part of all school groups in the extracurriculum activities program.

8. The administrative relationships for athletic and non-athletic activities should be the same. The requirement that all activities be viewed in the light of their contribution to the total educational program seems to imply the necessity for singleness of responsibility for supervision of athletic and nonathletic activities. The principal or the director of extracurriculum activities should have as much authority over athletic as nonathletic activities. A faculty-student committee concerned with policy-making for nonathletic activities should be equally concerned with policy-making for athletic activities. Both types of activities should be evaluated in terms of their contributions to the total educational program for the youth in the secondary schools.

9. Centralized accounting procedures should be followed in the management of extracurriculum funds. The importance of centralized accounting procedures has been emphasized by Jacobson and Reavis,¹ Terry,² and Pulliam.³ Reavis and Van Dyke pointed out in connection with their survey that good business management favors the central treasurer of all activities in preference to activity autonomy in administering funds.⁴ This treasurer, according to Jacobson and Reavis, should be bonded in order to protect school organizations from possible loss of funds.⁵ Several of the writers, including Strang,⁶ Fretwell,⁷ Terry,⁸ and Jacobson and Reavis,⁹ have pointed out that budgetary procedures should be followed in connection with centralized accounting for extracurriculum funds; a general fund with subaccounts for the different

¹Jacobson and Reavis, op. cit., pp. 681-82.

²Terry, op. cit., pp. 337-38.

³Pulliam, op. cit., p. 264.

⁴Reavis and Van Dyke, op. cit., p. 50.

⁵Jacobson and Reavis, op. cit., p. 687.

⁶Strang, op. cit., p. 48.

⁷Fretwell, op. cit., p. 469.

⁸Terry, op. cit., pp. 337-38.

⁹Jacobson and Reavis, op. cit., pp. 688-89.

activities is the procedure usually recommended. In this connection there seems to be little reason why the procedures in terms of responsibility and function should be different for athletic activities and nonathletic activities. Fretwell recommends that the direction of finance should be centered in a board of control made up of students, faculty, and the principal.¹

10. Practices in receiving and expending activity funds should be such as to teach students correct attitudes and habits in handling funds. The procedures outlined by Jacobson and Reavis are quoted here in order to amplify this principle:

Each treasurer of a school organization should deposit with the school treasurer regularly all funds which come to his hands. The school treasurer issues a receipt in duplicate. One copy is kept in the school treasurer's files, the other is kept by the organization treasurer. . . .

When any organization wishes to make a purchase, it should fill out a blank signed by the treasurer and the sponsor of the organization, and certified by the school treasurer that there are sufficient funds to satisfy the bill when it must be paid.

The blank is filled out in triplicate. One copy goes to the vendor, one to the organization treasurer, and one remains with the school treasurer

All school accounts, from whatever source received, should be kept in one account at the bank and a controlling account which shows the balance for all accounts should be kept by the school treasurer

No bills should be paid until an invoice has been received from the vendor and checked by the sponsor of the organization or the treasurer. An order for payment may then be issued . . . in duplicate, signed by the treasurer and sponsor of the organization, attached to the invoices for goods received, and sent to the school treasurer who checks to see that the order corresponds to the requisition. The treasurer should fill in the check number, keep the original and the invoices, and give the duplicate to the organization treasurer. The check is then issued and sent to the vendor with a form showing the date and number of the tradesman's invoice, and the proper entries are made in the controlling and subsidiary accounts. Voucher checks will serve equally well

When the check returns from the bank at the end of the month it is attached to the invoices, original requisition, and order for payment, and the whole is filed numerically by check number. It is then easy to refer to the transaction at any time in case invoices are presented a second time, or if some error has occurred in the transaction

At regular intervals, perhaps once a month, the school treasurer should issue a statement of the condition of each of the funds for which he is responsible. These statements should go to each sponsor, organization treasurer, and the principal. There is no value in having pupils keep accounts

¹Fretwell, op. cit., p. 467.

unless the accounting is properly done.¹

These same authors urge that all sales of tickets and other materials by students must be carefully supervised and that students must be required to assume personal responsibility in case of loss.² A procedure similar to the foregoing is also urged in the Evaluative Criteria developed in the Cooperative Study of Secondary School Standards.³

11. There should be an annual audit of funds by a competent professional auditor appointed by the board of education, preferably from outside the school system. That accounts must be audited regularly is urged by Reavis and Van Dyke,⁴ Fretwell,⁵ and other writers. Jacobson and Reavis stress the point that the auditing should be done, if possible, by a disinterested certified public accountant.⁶ In this way, the administration is protected against criticisms of mismanagement of funds and school organizations are provided assurance that funds are being protected.

12. Extracurriculum activities should be given adequate financial support by the board of education. This principle implies the necessity on the part of the board of education for supporting financially all activities deemed worth while which may not be readily supported from student funds. Reavis and Van Dyke have implied that dues and assessments levied upon students are undesirable.⁷ Brammell has indicated that intramural athletics should be supported by the board of education⁸ and that the board should underwrite interscholastic athletic expenses if a deficit exists at the end of the year even though a reasonable admission has been charged.⁹ Koos has listed the principle that expenses

¹Jacobson and Reavis, op. cit., pp. 682-86.

²Ibid., p. 691.

³Evaluative Criteria, p. 33. Washington, D. C.: Cooperative Study of Secondary School Standards, 1938.

⁴Reavis and Van Dyke, op. cit., p. 57.

⁵Fretwell, op. cit., pp. 472-73.

⁶Jacobson and Reavis, op. cit., p. 687.

⁷Reavis and Van Dyke, op. cit., p. 113.

⁸Brammell, op. cit., pp. 24 and 36.

⁹Ibid., p. 84.

should be moderate.¹

13. The voluntary participation of students in activities should be encouraged in order that a large percentage of the students may participate in some activity. This principle is almost identical to one stated by Jacobson and Reavis in their volume on duties of school principals.² Terry,³ Pulliam,⁴ Fretwell,⁵ Foster,⁶ have also written in a similar vein stating that participation should be open to all students on a voluntary basis and that definite steps should be taken to encourage the participation of a large proportion of the student population. McKown lists as a basic principle of management that all students should participate in the program.⁷ Seventeen of the writers reported in the study by Koos stated that there should be participation by all students.⁸ It would seem generally desirable from the standpoint of the democratic ideal that the participation of students be on a voluntary basis and that participation by all students be held as an ideal to be achieved through the excellence of the program available and by means of the functioning of the guidance program in the school.

14. Assistance in adjusting pupils into the extracurriculum program should be one function of the guidance services in the school. In addition to general provisions planned to encourage participation of students in extracurriculum activities, specific guidance will need to be given many individual students in order to help them find profitable activities in which to participate. Edgar Johnston, on the basis of a study of point systems in 145 schools, concluded in part that "the present disparity in the sharing of the educational opportunities offered by extracurriculum activities shows the desirability of definite planning on the

¹Koos, op. cit., p. 15.

²Jacobson and Reavis, op. cit., p. 290.

³Terry, op. cit., p. 658.

⁴Pulliam, op. cit., p. 263.

⁵Fretwell, op. cit., p. 14.

⁶Foster, op. cit., pp. 6-7.

⁷McKown, op. cit., p. 18.

⁸Koos, op. cit., p. 15.

part of the school for guiding, stimulating, and limiting the participation of pupils in these activities."¹ Reavis and Judd hold that "counseling and guidance in the choice of extracurriculum activities are fully as important as in the selection of curriculum fields."² The student's advisor is in a strategic position not only to encourage participation but also to guide the student into an activity that will likely be profitable for him.

15. Procedures for limiting the participation of students in activities should be based upon a functioning guidance program rather than upon arbitrary rules and regulations. Several writers have stated that some procedures limiting the participation of some students in extracurriculum activities are necessary. Koos reported that four writers had urged limitation of the number of activities to which a student might belong.³ A statement from Johnston suggesting limitation has already been quoted.⁴ Terry, in urging controls of participation, suggests the use of a point system.⁵ Strang has suggested that participation be limited whenever overparticipation results in detrimental effects upon the physical and mental development of the student.⁶

The suggestions of Strang and others relative to limitation seem to imply the necessity of considering limitation of participation on an individual basis in terms of the total educational program of the student. The importance of the guidance functionaries in relation to extracurriculum activities was indicated in discussing the preceding principle. These guidance officers may well be utilized in the limitation program. Of course, certain general administrative devices have also been recommended. Millard has written that the activity schedule should be so arranged that overparticipation will be impossible.⁷ As an example of this, special-interest clubs might all be scheduled at one or two times, thus automatically limiting the number of different

¹Edgar G. Johnston, Point Systems and Awards, p. 151. New York: A. S. Barnes and Company, 1930.

²Reavis and Judd, op. cit., p. 99.

³Koos, op. cit., p. 15. ⁴Supra, p. 27.

⁵Terry, op. cit., pp. 300-1.

⁶Strang, op. cit., p. 41.

⁷Millard, op. cit., pp. 45 and 57.

clubs to which a student might belong. Millard also recommends that activities be scheduled in the daily program partly as a means of controlling participation.

Certain practices which tend to limit participation should be carefully avoided in the opinion of most writers. Johnston points out that participation should not be prohibited because of grade requirements.¹ Terry likewise is opposed to grade restrictions.² Brammell has expressed a similar point of view in so far as participation in athletics is concerned.³ That students should not be denied the privilege of participating in activities even if they are failing in their school subjects is the opinion of Koos, Hughes, Hutson, and Reavis in their volume on secondary school administration.⁴

16. Records of participation, including an evaluation of the student's participation, should be made a part of the permanent school record of each student. There are several reasons why several writers have urged that records of participation be kept. Prospective employers and colleges are requesting verification of participation records in application blanks and transcripts of credit filled out by school offices. The availability of these records makes possible a more complete report on the school accomplishments of the student. The presence of these records also makes possible evaluative studies of the extracurriculum activity program. The fact that a record of participation is being kept and an evaluation made may tend to stimulate greater efforts on the part of the participants, even though this may be regarded as an unfortunate type of motivation.

Jacobson and Reavis advise that reports should be required regularly, although not necessarily frequently, from sponsors, that records of participation be kept, and that sponsors be asked to indicate an opinion relative to the pupil's growth or rating in the activity.⁵ This opinion might be developed co-operatively by the sponsor and president of the activity or the students might

¹ Johnston, op. cit., p. 49.

² Terry, op. cit., p. 303.

³ Brammell, op. cit., p. 29.

⁴ Koos, Hughes, Hutson, and Reavis, op. cit., p. 151.

⁵ Jacobson and Reavis, op. cit., p. 289.

engage in some self-rating. Reavis and Judd have also emphasized the importance of participation records as a basis for effective counseling.¹ The keeping of permanent records of pupil participation is also urged in the Evaluative Criteria of the Cooperative Study of Secondary School Standards.²

17. A training program for officers and members of each organization should be undertaken. This principle is quoted directly from the volume by Jacobson and Reavis.³ Considerable emphasis is given the implications of the teaching of democracy through extracurriculum activities also by Roemer and Allen.⁴ Terry has indicated the importance of training student treasurers how to account for funds in an efficient manner⁵ and of organizing leaders' clubs or classes to train leaders in the different functions of their offices.⁶ Terry has also suggested that much instruction be given members and leaders in parliamentary procedures and that duties of the different offices be carefully listed in writing so that members and leaders may study them.⁷ The importance of giving students much assistance in selecting leaders so that they may be trained accordingly has also been emphasized by Terry.⁸ That definite provisions should be made for training officers in the proper performance of their duties is also advocated in the Evaluative Criteria of the Cooperative Study of Secondary School Standards.⁹

18. Recognition by teachers, boards of education, and school executive officers that extracurriculum activities are a legitimate and integral part of the educational program should imply the acceptance of the values in activities by all teachers,

¹Reavis and Judd, op. cit., p. 112.

²Evaluative Criteria, op. cit., p. 5.

³Jacobson and Reavis, op. cit., p. 291.

⁴Roemer and Allen, op. cit., pp. 2-6.

⁵Terry, op. cit., p. 341.

⁶Ibid., pp. 382-83.

⁷Ibid., pp. 372-73, 278.

⁸Ibid., pp. 369-72.

⁹Evaluative Criteria, op. cit., p. 5.

the careful selection of well-qualified sponsors, the development of a well-planned in-service training program to help teachers become more effective as sponsors, the consideration of sponsorship in adjusting teacher loads, and the freeing of sponsors from unusual community pressures. Stated another way, acceptance of the worth of extracurriculum activities in the growth of students implies the necessity for the same type of administrative and supervisory procedures as set up for the regular-curriculum program. Reavis and Judd in their recent volume have stated this point of view effectively:

Intelligent sponsorship is fundamental to the success of extracurriculum activities. Young people in the upper elementary grades and high school have not reached the stage in maturity which warrants the abandonment of guidance on the part of the school. . . . If unguided, they [the pupils] may fail to secure the balanced training which it is possible to obtain through extracurriculum activities. . . . To prevent waste of time and effort and to secure for the pupil the kind of experiences needed for his development, sponsorship is provided in most schools.¹

The authors then proceed to discuss the implications of this requirement in terms of characteristics of good sponsorship, qualifications, and the pre-service and in-service training programs.

Most of the authors quoted or referred to in foregoing phases of this report have stated principles of management for sponsors relevant to the principle listed here. That all teachers should accept the value of activities has been repeatedly stated. Reavis and Judd have also written, "Sponsorship of extracurriculum activities must be accepted by the teacher as a vital and necessary part of his program and a legitimate professional obligation."² The importance of having teachers appreciate the values in activities was also listed by Koos in his study.³ Roberts and Draper, in discussing the characteristics of an effective extracurriculum program, state that the program must have the full support and participation of the faculty.⁴ Strang states that the values in participation in activities are as great for members of the faculty as they are for the students.⁵ Koos, Hughes, Hutson, and Reavis

¹Reavis and Judd, op. cit., pp. 98-99.

²Ibid., p. 102. ³Koos, op. cit., p. 15.

⁴Roberts and Draper, op. cit., pp. 428-30.

⁵Strang, op. cit., p. 37.

similarly have written that the entire staff must appreciate values in extracurriculum activities and find pleasures in sponsoring.¹ These same authors state that the assignment of teachers to sponsorships should be in harmony with the training and attitudes manifested by the teachers.² In the principles listed in the study by Koos, the writers have not only indicated that there must be supervision of all activities, but also that the sponsors should possess expert knowledge.³ Foster has also stated that every club should be sponsored properly by a member of the faculty and has indicated the importance of well-qualified sponsors.⁴ Fretwell lists as one of his seven signposts of a good program the fact that every teacher is qualified to sponsor effectively an extracurriculum activity.⁵

Recognition of duties pertaining to sponsoring extracurriculum activities as a part of the teaching load has been urged in the writings of Johnston,⁶ McKown,⁷ Koos, Hughes, Hutson, and Reavis,⁸ Pulliam,⁹ Reavis and Van Dyke,¹⁰ and Koos.¹¹ Terry has urged the use of an activities period in order to equalize loads.¹²

The training of sponsors should be a responsibility of both teacher-training institutions and school supervisors. Johnston lists as one of ten fundamental weaknesses in the extracurriculum program the failure of teacher-training institutions to provide training in extracurriculum activities for prospective teachers and urged that this weakness be corrected.¹³ The impor-

¹Koos, Hughes, Hutson, and Reavis, op. cit., pp. 156-57.

²Ibid., p. 157.

³Koos, op. cit., p. 15.

⁴Foster, op. cit., p. 10.

⁵Fretwell, op. cit., p. 14.

⁶Johnston, op. cit., pp. 355-56.

⁷McKown, op. cit., pp. 19-20.

⁸Koos, Hughes, Hutson, and Reavis, op. cit., p. 157.

⁹Pulliam, op. cit., p. 264.

¹⁰Reavis and Van Dyke, op. cit., p. 60.

¹¹Koos, op. cit., p. 15.

¹²Terry, op. cit., p. 350.

¹³Johnston, op. cit., pp. 354-55.

tance of this type of teacher-training was emphasized by Briggs after a study of sponsors in 165 secondary schools in forty-five states.¹ Similarly, supervisors have a responsibility for the in-service training of teachers. Reports relative to the progress of the different activities should be required at least once a semester according to Millard.² Jacobson and Reavis state that reports should be required regularly (not necessarily frequently) from all teachers.³ Reavis and Van Dyke urged that definite working relationships between sponsors and school administrators must be established.⁴

Closely related to the supervisory duties pertaining to the in-service training of teachers are those concerned with protecting sponsors from unusual community pressures. Here again the school administrator may not take a laissez faire attitude. Johnston has probably emphasized most strongly the dangers in influences of organizations outside the school upon extracurriculum activities.⁵ Through a process of community education, the school administrator must endeavor to protect the sponsors of certain activities, particularly those engaging in interscholastic contests, from unusual community influences which may be detrimental to the realization of justifiable educational outcomes.

19. The sponsor should bear an advisory rather than a dictatorial relation to the membership of the activity which is being supervised. Strang has expressed the relationship effectively by stating that the function of the leader is to integrate rather than dominate the group, to help them decide what they want to do, to strive always to keep a balance between the good of the group and that of the individual member.⁶ Jacobson and Reavis state the function of the advisor as the conscious encouragement of conduct on the part of the pupils which will function in a

¹Briggs, op. cit., pp. 693-96.

²Millard, op. cit., p. 95.

³Jacobson and Reavis, op. cit., p. 289.

⁴Reavis and Van Dyke, op. cit., p. 118.

⁵Johnston, op. cit., pp. 351-53.

⁶Strang, op. cit., p. 38.

democratic society outside the school.¹ McKown says the teacher-sponsor should be an advisor rather than a dominator. Brammell in discussing intramural athletics holds that such athletics be "sports by and for the pupils themselves."² In his democratic principles of supervision for extracurriculum activities, Terry urges that pupils be given all the freedom and initiative they can wisely use, that the members should be encouraged to formulate ideas, and that the faculty supervisor should be an advisor.³ That the child-centered ideal should be kept in mind and that the varying abilities, interests, and capacities of children must be kept in the fore have been emphasized by Rugg.⁴ Roemer and Allen have stated in this connection that the sponsor must not degrade the extracurriculum program to the level of a mere teaching device.⁵ Synthesizing the foregoing statements, this principle of management implies the necessity for the teacher to discover his locus of responsibility in relation to the members of the activity, to act in an advisory, integrative capacity, to provide what Terry calls "cooperative leadership."⁶

20. The program of extracurriculum activities should be managed so that values claimed to result from participation actually accrue to the participants. This is obviously an all-inclusive principle of management. The principle rests on the assumption that through an awareness of the possible values and a conscious effort to implement these values, the outcomes for the participants may be more favorable than if these factors are ignored.

Three lists of possible values are presented as a frame of reference in which to view the status of practice. The first, and oldest, list is one brought together by Koos in an analysis of forty articles written by thirty-eight different authors pre-

¹Jacobson and Reavis, op. cit., p. 291.

²Brammell, op. cit., p. 26.

³Terry, op. cit., pp. 655-61.

⁴Earle U. Rugg, Summary of Investigations Relating to Extra-Curricular Activities, pp. 1-6. Greeley, Colorado: Colorado State Teachers College, 1930.

⁵Roemer and Allen, op. cit., p. 12.

⁶Terry, op. cit., p. 657.

ceding 1925. The second list is one presented by McKown in his book on extracurriculum activities, first published in 1930 and later revised in 1937. The third set of values is derived from a discussion of values in a book on group activities published by Ruth Strang in 1941. There have been, of course, many other statements of values of activities. These three are simply representative statements covering the total period of development of extracurriculum activities; they are also probably the most comprehensive statements which have been published.

Koos secured his list of values from an analysis of the literature on extracurriculum activities. The forty articles analyzed were written mainly by school administrators. The first eleven values in his list are classified by Koos as civic-social-moral values; the remaining thirteen are classified as other values. The numbers in parentheses following each value indicate the number of articles in which the particular value was proposed. The list of values is as follows:

1. Training in some civic-social-moral relationship (37)
2. Socialization (23)
3. Training for social cooperation (19)
4. Actual experiences in group life (19)
5. Training for ethical living (11)
6. Training for citizenship in a democracy (16)
7. Training for leadership (22)
8. Worth-while friendships (3)
9. Training for worthy home membership (4)
10. Training in parliamentary usage (3)
11. Improved discipline and school spirit (21)
12. Training for recreational and aesthetic participation (15)
13. Health (10)
14. Vocational training (4)
15. Training in business methods (4)
16. Intellectual development (7)
17. Retention in school (4)
18. Recognition of interests and ambitions (10)
19. Exploration (5)
20. Improved scholarship (8)
21. Constructive influence on instruction (6)
22. Recognition of adolescent nature (24)
23. Training in fundamental processes (3)
24. Relation of school and community (7)
25. Discharge of superabundant energies (4)¹

McKown's list of values is drawn from a discussion of purposes of activities. The following eight general objectives are listed and discussed in his volume:

¹Koos, op. cit., p. 11.

1. To capitalize, for educational profit, important fundamental drives.
2. To prepare the student for active life in a democracy.
3. To make pupils increasingly self-directive.
4. To teach social cooperation.
5. To increase the interest of the student in the school.
6. To develop school morale.
7. To foster sentiments of law and order.
8. To discover and develop special qualities and abilities.¹

Strang's discussion of the values in group activities divides the values under the four categories of developmental, diagnostic, therapeutic, and group values. The following outline, based on her discussion, indicates the major values claimed under each of these categories:

1. Developmental values
 - a. Satisfaction of basic needs: do things the student is fitted to do, give a sense of personal worth, contribute to welfare and pleasure of others.
 - b. Social aspects: deal uprightly with fellow-men, have constructive influence upon others.
 - c. Emotional aspects: provide vivid experiences which tend to have tonic effect upon physiological processes in general, prevent explosive outbursts of energy.
 - d. Values, attitudes, and social norms (what the group expects from each member in the way of action and belief): developed through interaction experiences.
 - e. Vocational values: receive information about vocations, develop facility in human relationships.
 - f. Aesthetic values: feel enjoyment in the creation, of beauty, lose personality in group enterprise.
 - g. Knowledge and skills: acquisition of skill in public speaking, group discussion, group action, meeting difficulties, and the like, possession of useful skills in social adjustment, development of a resultant feeling of security.
2. Diagnostic values
 - a. Opportunities for studying individuals provided: why they do not participate, why they join certain groups.
 - b. Provides individual an opportunity for self-diagnosis.
3. Therapeutic values
 - a. Opportunity for child to work out more satisfactory relations with other people.
 - b. Possibility for developing new habit patterns.
 - c. Opportunities for developing more self-reliance.
 - d. Makes students more aware of their problems.
4. Values to the group
 - a. Develop group morale or spirit.
 - b. Arrive at a solution of school problems.²

¹McKown, op. cit., pp. 12-16.

²Strang, op. cit., pp. 14-29.

Although there are differences in the three lists of values, the similarities are greater than the differences. A study of the lists reveals many common values. The lists provide a frame of reference in which to view the values which students and others say in the questionnaires they receive from participation in extracurriculum activities.

21. The program of extracurriculum activities should be managed so that undesirable outcomes resulting from participation in extracurriculum activities are reduced to a minimum. This all-inclusive principle rests on an assumption that through an awareness of possible undesirable outcomes and a conscious effort on the part of management to hold these outcomes to a minimum, the results of participation in the program of extracurriculum activities may be more favorable.

Reavis and Judd list as one of eight controlling principles in the regulation of extracurriculum activities, "Obstacles to the success of extracurriculum activities are not inherent but are the result of inefficient sponsorship or maladministration."¹ These authors go on to state that principals and teachers must not condone these practices but rather seek ways of substituting successful practices for the unsuccessful ones.

In order to indicate undesirable outcomes which should be avoided in the management of extracurriculum activities, it is necessary to know what these outcomes may be. In his analysis of the literature on extracurriculum activities already referred to several times in this report, Koos was able to list nine so-called obstacles to achieving anticipated values in activities. These nine obstacles with the number of times each was mentioned in the forty articles are as follows:

1. Individual students participate too little or too much (22).
2. Secret societies and cliques have sometimes developed (16).
3. Teachers are unwilling to sponsor the activities, are unconvinced of their value, or attempt to dominate these activities in supervising just as they are accustomed to dominate in the regular course work (14).
4. Activities are too costly, or there is waste of, and inadequate accounting for funds (11).
5. Outside interests, like those of spectators or alumni, sometimes demand anti-educational lines of emphasis (5).
6. Duplicating activities (4).

¹Reavis and Judd, op. cit., p. 113.

7. Lack of centralized policy and control (3).
8. Conflicting schedules (2).
9. Unsatisfactory facilities (2).¹

The foregoing possible obstacles or undesirable outcomes must be minimized if the program is to teach the optimum point of success in terms of results; this is a problem of management.

22. Contests should be participated in by the school on the basis of educational merit rather than because of pressures from the community, sponsoring organizations, or other sources. McKown has written, "Extracurricular activities are not all-important; a school with only extracurricular activities would be as absurd as one without them."² Johnston in his writings has emphasized the importance of resisting pressures from national organizations which seek to dominate certain contests and phases of the extracurriculum program. He also has emphasized that organizations representing special groups in the community should not be permitted to function as school organizations.³ One of the Evaluative Criteria of the Cooperative Study of Secondary School Standards states that the athletic program of the school must be definitely under the control of the school authorities and not under out-of-school individuals or organizations.⁴

Acceptance of this principle of management implies the necessity for studying carefully the contributions of participation in any given contests to the stated purposes which the school hopes to achieve in the educational development of its students. The determination of the educational merits of a proposed contest becomes a major responsibility of those in charge of student activities.

23. The purposes of participation in contests should be strictly adhered to or else the contest should be changed so as to make it harmonize with the stated purposes. This principle is nearly identical with one proposed by Reavis and Judd.⁵ The principle implies the necessity of constant vigilance on the part of

¹Koos, op. cit., pp. 12-13.

²McKown, op. cit., p. 22.

³Johnston, op. cit., pp. 352-53.

⁴Evaluative Criteria, op. cit., p. 8.

⁵Reavis and Judd, op. cit., p. 111.

those charged with the management of activities to see that contests are conducted in such a manner as to insure the fulfillment of the purposes which they were originally intended to serve. Johnston has written, for example, that desire for winning contests must not be allowed to overshadow the values inherent in contests.¹ In order to foster the achievement of these purposes, definite regulations governing participation, eligibility, relations with other school work, and practice sessions will have to be carefully enforced by those in charge.

24. The school should accept to the fullest extent responsibility for the physical, mental, and moral well-being of students participating in interscholastic contests. This principle is a corollary of the two principles immediately preceding it. Jacobson and Reavis have indicated the following difficulties connected with interscholastic athletics: securing adequate participation of students, having the school judged in terms of the success of its teams or contestants, protecting participants against injury, having participants distracted from school work or spending too much time on contests, and enforcing eligibility standards.² These difficulties were those enumerated in the National Survey of Secondary Education. The authors recommend different steps which should be taken in order to minimize these difficulties. These same authors have pointed out in another section of their volume the importance of having similar restrictions governing participation in athletic and nonathletic contests.³

25. Awards for participation in contests should have intrinsic rather than extrinsic value. Some writers have suggested that awards of a tangible nature should be minimized. Pierce has urged the substitution of intrinsic values as a point of emphasis rather than the giving of tangible awards.⁴ Johnston, in his volume on point systems and awards, concluded that awards used to stimulate interest in extracurriculum activities should be symbolic of the achievement represented in the activity and should lead toward an interest in the activity for its own sake. He recommends

¹ Johnston, op. cit., p. 351.

² Jacobson and Reavis, op. cit., pp. 341-44.

³ Ibid., p. 324.

⁴ Pierce, op. cit., p. 119.

the discontinuance of awards having extrinsic value.¹

26. The program of extracurriculum activities should receive continuous evaluation in as objective a manner as feasible in all schools. In his discussion relative to evaluating extracurriculum activities, Koos mentioned five techniques of appraisal. First, opinions might be secured from those charged with administering, observing, or supervising activities. Secondly, participants might be asked to indicate their opinions relative to the value of activities. Investigations of the nature and scope of participation would form a third type of appraisal. Fourth, investigations might be made relative to the effects of participation upon scholarship in general. Fifth, studies may be made to discover whether the specific purposes of different activities are being realized in terms of changes in pupil behavior. The last-named technique, Koos pointed out, is the most difficult to follow because of the intangible nature of many of the stated objectives. Koos recommended that a school should use a combination of all of these techniques in evaluating the program of extracurriculum activities.²

Obviously, the conducting of evaluations such as those described in the preceding paragraph implies the necessity for keeping careful records of participation, requiring periodic reports from sponsors, developing techniques for securing opinions, constructing instruments to measure changes in pupil behavior, and the like. Reavis and Jacobson have emphasized the importance of seeking both pupil- and teacher-reaction in evaluating the program and the necessity for periodic evaluations.³

27. Data secured in the evaluation of the extracurriculum activity program should be implemented so as to produce an improved program. Making studies such as those described under the foregoing principle of management is only the necessary prerequisite for taking steps to improve the activity program. Unless the conclusions of the evaluation are followed by implementation by students, faculty, and those charged with administrative responsibility, the time and effort involved will have been largely wasted.

¹Johnston, op. cit., p. 153.

²Koos, op. cit., p. 234.

³Reavis and Jacobson, op. cit., p. 291.

Limitations of the Principles of Management

The principles of management listed are subject to the limitations of subjective derivation. The list is based upon the statements of writers some of whom have used research in arriving at the generalizations presented, while others have not revealed the basis for the statements. The principles have not been accepted as valid by the administrators whose descriptions of practice have been evaluated on the basis of the principles. As a matter of fact, care was taken in the preparation of the questionnaires not to indicate approved practices.

The list of principles of management developed does not constitute an exhaustive one. An effort was made to include the more significant phases of the management of activities although there are many details of management of specific activities which were not included because of the limitations of time and funds. The list selected does appear to include the most significant phases of the over-all management of activities.

Keeping in mind these foregoing limitations, the reader may accept, modify, or reject the principles as stated and apply such reactions in interpreting the findings of the study. As was stated in chapter 1, the conclusions in the study are based upon a comparison of the practice in the North Central Association high schools with the principles of management as stated. The principles of management thus serve as guides in evaluating practice rather than as validated procedures, even though the citations given indicate the principles to be desirable procedures.

CHAPTER IV

CHARACTERISTICS OF THE PROGRAM IN OPERATION

In order to show some of the major characteristics of the program of extracurriculum activities operating in the secondary schools of the North Central Association, inquiry was made relative to techniques used in the introduction and continuation of activities, the stated purposes of activities, the time and place of activity meetings, and the nature of activity meetings. Because the nature of the extracurriculum program in North Central Association high schools in terms of kinds of activities had been surveyed by Rivett¹ and Clement,² in their recent studies, no further analysis was deemed necessary. Principles of management pertaining to the foregoing characteristics of the program are proposed, the status of practice indicated, and an evaluation made for this aspect of the study.

Principles of Management

The following five of the principles of management discussed in the preceding chapter pertain to this portion of the study:

1. Procedures for the inauguration of new activities should be characterized by definiteness of responsibility, ease of operation, and sensitiveness to student wishes.
2. Participants should be asked at the end of the season or year for recommendations relative to the continuation of each activity.
3. The aims of the different activities should be clearly defined so that evaluations may be made in relation to the accomplishment of these aims.
4. Activity meetings should be held on school premises, during the school day, during an activities period when possible; night interscholastic contests should be held only on nights fol-

¹Rivett, op. cit., pp. 275-79.

²Clement, op. cit., pp. 280-88.

lowed by school vacations.

5. The programs of activities should be characterized by active participation on the part of the membership and by service to the school and community.

Status of Practice

The nature of the program of activities provided in a school is conditioned partially by the procedures followed in the introduction of new activities and in the continuation of existent activities. The relationships between extracurriculum activities and the regular curriculum and the stated purposes of the different activities are also pertinent in describing the nature of the program. Finally, the time, frequency, and place of activity meetings as well as the types of programs followed in the meetings reveal characteristics of the program. Data on each of the foregoing topics were secured.

Introduction of new activities.--The different ways in which new activities find their way into the North Central Association high schools are shown in Table 3. In about one-third of the schools, new activities are usually suggested by the principal or some member of the faculty; this is somewhat more likely to occur in small than in large schools. In 387 (43 per cent) of the schools, an activity is included whenever a specified number of students petition for it. In nearly two-thirds of the schools, activities must be approved by the principal before they are included in the program. Since the replies from only 65 schools indicate that approval of a director of extracurriculum activities or some other functionary having similar duties was necessary, the implication might be drawn that in about one-fourth of the schools approval on the part of some central authority is not required. Those who made some comment other than checking the responses in the questionnaire indicated mainly that activities usually came into being informally as the result of action on the part of a group of students and a member of the faculty.

Continuation of activities.--In nearly three-fourths of the schools, according to Table 4, activities are automatically continued from year to year unless there is a definite recommendation that they be discontinued; this is particularly true in the larger schools. In only 112 (12 per cent) of the schools, are participants asked at the close of the year for recommendations

TABLE 3

PROCEDURES FOLLOWED IN 901 SCHOOLS IN DECIDING WHETHER
A GIVEN ACTIVITY SHOULD BE INCLUDED IN THE
EXTRACURRICULUM PROGRAM

Descriptive Statements	Number of Schools Reporting			
	Small	Medium	Large	Total
1. Activities must be approved by the principal before they are included.....	143	356	84	583
2. An activity is included when a specified number of students petition for it.....	93	215	79	387
3. New activities are usually suggested by the principal or some member of the faculty...	105	189	33	327
4. A combination of 1 and 2 is necessary.....	45	99	29	173
5. All activities must be approved by the student council.....	22	64	20	106
6. An activity must be suggested by the principal or some member of the faculty.....	31	52	8	91
7. A combination of 2 and 6 is necessary.....	29	47	6	82
8. Activities must be approved by the director of extracurriculum activities or other functionary having similar duties	8	33	24	65
9. Others.....	11	27	7	45
Number of Schools.....	257	519	125	901

relative to the continuation of the activity. In about the same number, 107 schools, sponsors fill out a form at the close of the year indicating recommendations for continuation of the activity. It is interesting to note that in 178 schools (20 per cent), some activities are continued on the basis that they are good for the students even though there is little student interest in them. In 284 schools (31 per cent) the decision as to whether an activity should be continued is made by the authority that decided whether it should be included in the first place. Comments of some respondents to the questionnaire indicated some feeling that no formalized procedures in determining the nature of the extracurriculum

TABLE 4

STEPS TAKEN IN 901 SCHOOLS TO DETERMINE WHETHER
A GIVEN ACTIVITY SHOULD BE CONTINUED IN
THE EXTRACURRICULUM PROGRAM

Descriptive Statements	Number of Schools Reporting			
	Small	Medium	Large	Total
Activities are automatically continued unless there is a definite recommendation that they be discontinued.....	179	381	105	665
Decision as to whether an activity should be continued is made by the authority that decided whether it should be included in the first place.....	72	170	42	284
Some activities are continued on the basis that they are good for the students even though there is little student interest in them...	52	102	24	178
Interscholastic athletic activities must pay their way in order to be continued.....	38	92	26	156
Participants are asked at the close of the year for recommendations...	41	62	9	112
Sponsors fill out a blank at the close of the year with specific recommendations.....	34	65	8	107
Others.....	11	19	5	35
Number of Schools.....	257	519	125	901

program of activities should be devised.

Purposes of activities.--The nature of the program of extracurriculum activities is indicated to some extent by the purposes of the activities listed by sponsors. One hundred and twenty-eight activity sponsors in the five selected high schools listed the purposes shown in Table 5. Fewer than one-half (fifty) of these sponsors indicated the purpose of the activity they sponsored to be the provision of an opportunity for students having little or no ability to develop through participation. On the other hand, ninety-one indicated the activity was designed to provide students having special interest or ability an opportunity to develop further through participation. The development of

interest and appreciation and the provision of recreational opportunities were similarly listed by a large proportion of the sponsors. Such other purposes as helping to meet vocational needs, developing sportsmanship, teaching citizenship, developing social poise, and the like, were mentioned infrequently. These findings indicate that, in general, the extracurriculum programs in these schools aim to meet the needs of those already having certain interests and abilities rather than to develop interests and abilities initially.

TABLE 5
STATEMENTS OF PURPOSES CHECKED
BY 128 ACTIVITY SPONSORS

<u>Statements of Purpose</u>	<u>Times Checked</u>
To provide students having special interest or ability an opportunity to develop this further through participation	91
To develop interest in, and appreciation of, activities of the particular kind represented	82
To provide students with a desirable source of recreation, or a worthy means of using leisure time	75
To provide students having little or no ability an opportunity to develop ability through participation	50
Other purposes	14

Time and place of activity meetings.--Excepting interscholastic contests, activity meetings are practically all held during the school day in about three-fourths of the high schools. Only 151 (16 per cent) of those replying indicate that night meetings of activities are rather frequent. In about 40 per cent of the schools, interscholastic contests are seldom or never scheduled on nights preceding a school day. In an almost equal number of cases, such contests are held occasionally on nights preceding a school day. Nearly one-half (437) of the schools schedule many activities during an activity period. These data are shown in Table 6.

TABLE 6

TIME AND PLACE OF ACTIVITY MEETINGS IN 901 SCHOOLS

Time or Place of Meeting	Number of Schools Reporting			
	Small	Medium	Large	Total
Excepting for interscholastic contests, activity meetings are practically all held on the school premises.....	190	422	104	716
Excepting for interscholastic contests, activity meetings are practically all held during the school day (school-hour day).....	168	312	90	570
Many activity meetings are held during a regularly scheduled "activities period".....	155	256	26	437
Interscholastic contests occasionally are held on nights preceding a school day.....	119	221	35	375
Interscholastic contests are very seldom or never scheduled on nights preceding a school day.....	69	212	74	355
Night meetings of activities are rather frequent.....	38	98	15	151
There are no definite regulations relative to whether or not activities shall meet on school premises	17	42	9	68
Others.....	8	18	6	32
Number of Schools.....	257	519	125	901

Eighty per cent of those answering the questionnaire indicate that activity meetings are practically all held on the school premises, except interscholastic contests. In only 68 schools are there no definite regulations relative to whether or not activities should meet on the school premises. Comments written in by some of the respondents indicate a willingness to permit activity meetings away from the school when a faculty member is in charge.

Nature of activity meetings.--Activity sponsors in the five selected schools were asked to describe the programs of several meetings during the school year. The most typical meeting is the one in which an outside speaker comes to discuss some topic pertinent to the activity. Movies are also used rather frequently in the meetings. Excursions are not uncommon. Relatively little

attention is given the work- or activity-type meetings wherein a group of interested students work together on some project pertinent to the activity. In club meetings in the five schools the average number of those attending each of three meetings who participated actively in the meeting was 21 per cent. Speakers, movies, and entertainment largely constitute the meetings of activities in these five schools.

The nature of activity meetings is also indicated by the practices followed in the schools governing public presentations by those engaged in activities. Data presented in Table 7 indicate that in about 70 per cent of the schools all requests for public appearances before community groups are ordinarily welcomed and granted. To state, however, that these requests are eagerly sought by those in charge of activities would be approved by only 14 per cent of the schools. An open house for the display of extracurriculum activities is held annually in exactly 30 per cent of the schools, being more common in the large schools than in small ones. Store windows and other public exhibition places are

TABLE 7

PRACTICES GOVERNING PUBLIC PRESENTATIONS BY STUDENTS
PARTICIPATING IN SCHOOL ACTIVITIES IN 901 SCHOOLS

Governing Practices	Number of Schools Reporting			
	Small	Medium	Large	Total
Ordinarily, all requests for public appearances of participants before community groups are welcomed and granted.....	181	381	76	638
Results of activity programs are regularly published in community newspapers.....	138	291	40	469
No blanket policies with respect to appearances are adhered to.....	81	158	53	292
There is an annual "open house" at which the public has an opportunity to observe many extracurriculum activities.....	66	163	42	271
Programs have been presented on local radio stations showing the results of extracurriculum activities.....	34	117	65	216

TABLE 7-- Continued

Governing Practices	Number of Schools Reporting			
	Small	Medium	Large	Total
Members make use of store windows and other public exhibition places to show results of activity programs.....	44	117	21	182
Opportunities for public appearances are eagerly sought by the administrative heads of activities.....	38	76	11	125
Others.....	2	6	5	13
Number of Schools.....	257	519	125	901

used by extracurriculum activities in 20 per cent of the schools. The results of activity meetings are presented on local radio stations in almost one-fourth of the schools. The newspaper is frequently used as a medium for the expression of the results of extracurriculum-activity meetings in more than one-half the schools.

Evaluation

1. Although in most schools procedures for the introduction of new activities are satisfactorily established, need is indicated in some schools for more specificity in the procedures followed. While there is evidence that student wishes are respected in a majority of the schools, the fact that fewer than one-half of these schools have procedures for students to petition for new activities indicates a need for expansion of this practice in order to make certain that student organizations may come to being when a specified number request them. The fact that new activities are more often suggested by principals in small schools may be due to a more aggressive interest on the part of these principals in extracurriculum activities or a more limited perspective on the part of the students; it might, however, be due to the fact that procedures encouraging student initiative in the extracurriculum program may not be as well developed in small schools as large schools. A need also exists in many schools for more definite policies with respect to centralized approval for new

activities, a practice important in keeping balance in the program in terms of different types of activities.

2. Procedures likewise need to be instituted in many schools for securing recommendations relative to the continuance and discontinuance of activities. The practice of asking participants for recommendations of this sort, followed in only one-sixth of the schools, is an important incentive in the continuous evaluation of the activity program.

3. More activities designed for students of lesser ability, or who have not developed particular interests, need to be introduced. Sponsors state that the emphasis is chiefly that of providing activities for those who already have ability or interest along the lines of the activity. Activities should help students develop new interests or to discover and develop latent abilities.

4. Although most schools follow accepted practices in scheduling activities, steps should be taken in many schools to improve practices. A relatively large number of schools participate in interscholastic contests on nights followed by a regular school day. The practice of scheduling an activities period in order to provide for students who must work or travel long distances after school is not followed frequently; such a period is found more often in the small schools.

5. The programs of different activities need to be planned so as to secure a greater degree of participation by individual members and a larger sense of the importance of service to school and community. Work- or activity-type programs in which groups of students work together on some project of common interest need to be encouraged. Outcomes which tend to foster service to others in the school and community should be stimulated.

CHAPTER V

ADMINISTRATION AND SUPERVISION OF ACTIVITIES

That obstacles to the success of extracurriculum activities are not inherent but are the result of inefficient sponsorship or maladministration is a conclusion stated in a recent volume by Reavis and Judd.¹ This chapter is concerned with a presentation of principles of management, the status of practice, and an evaluation of the procedures followed in administering and supervising extracurriculum activities in the public high schools of the North Central Association.

Principles of Management

Three of the principles of management discussed in chapter iii of this report pertain to administration and supervision of activities:

6. The responsibility for the management of the extracurriculum program in the school rests with the principal; in many cases, this responsibility should be delegated to a director of extracurriculum activities.

7. The general program of extracurriculum activities in the school should be planned and evaluated by a committee composed of representatives of faculty, students, and administration.

8. The administrative relationships for athletic and non-athletic activities should be the same.

Status of Practice

In order to show the administrative patterns being followed, the different schools were asked to indicate the organization in the school for administering and supervising the program of extracurriculum activities. A more specific study of supervisory relationships was also made in the five selected schools.

Organization for administrative control.--The organization

¹Reavis and Judd, op. cit., p. 113.

for the administrative control of extracurriculum activities varies among the different schools, being particularly influenced by the size of the school. Table 8 presents data indicating the administrative heads of the extracurriculum program in small, medium, and large schools. In small schools, the principal or superintendent (sometimes the officer has both titles and checked both on the questionnaire) is nearly always the head of the program.

TABLE 8
ADMINISTRATIVE HEADS OF EXTRACURRICULUM
PROGRAMS IN 901 SCHOOLS

Official	Number of Schools Reporting			
	Small	Medium	Large	Total
Principal.....	144	399	80	623
Superintendent of schools..	123	111	5	239
Faculty-student committee..	17	27	13	57
Faculty committee.....	10	28	12	50
Assistant principal.....	4	24	19	47
Director of extracurriculum	7	20	16	43
Dean of girls.....	1	23	18	42
Dean of boys.....	1	9	4	14
Other official.....	7	11	5	23
No answer.....	2	2	1	5
Number of Schools.....	257	519	125	901

Although the principal is also the director of the extracurriculum program in the vast majority of medium and large schools, other supervisory officers are named more frequently. An officer known as director of extracurriculum activities is found in only about 5 per cent of the schools, such an officer being found primarily in the larger schools. Faculty committees and faculty-student committees are vested with authority over the extracurriculum program in slightly over 5 per cent of the schools in each case.

In the majority of schools the administrative heads of the extracurriculum program delegate authority directly to the individual sponsors of activities. The data shown in Table 9 do not indicate strong trends in the establishment of faculty or faculty-student committees or of directors of extracurriculum activities. Some of the "other officers" referred to were faculty

members, guidance officers, presidents of student councils, and the like.

TABLE 9

OFFICERS TO WHOM ADMINISTRATION AND SUPERVISION OF THE
EXTRACURRICULUM PROGRAM IS DELEGATED IN 901 SCHOOLS

Officer	Number of Schools Reporting			
	Small	Medium	Large	Total
Individual sponsors.....	157	366	92	615
Faculty-student committee..	45	76	25	146
Faculty committee.....	29	69	21	119
Assistant principal.....	10	40	18	68
Director of extracurriculum	9	24	13	46
Other officer.....	8	24	6	38
No one.....	29	48	7	84
No reply.....	3	5	1	9
Number of Schools.....	257	519	125	901

These data also indicate a certain lack of clarity and specificity in the administrative organizations for extracurriculum activities. In many cases two or more officers were designated as heads of the programs and similarly two or more were listed in many instances as officers to whom administration and supervision were delegated.

Supervision of activities.--The 128 sponsors in the five selected schools were asked to indicate the relation which existed between themselves as sponsors and the administrative officer to whom they were directly responsible in connection with their extracurriculum duties. Their responses, shown in Table 10, indicate largely an informal type of relationship. Seventy-eight of the sponsors said the officer advised and counseled with them when necessary. Only nine indicated that systematic written reports of the work of the activity were required periodically and ten that such reports were required occasionally. Fourteen of the sponsors (11 per cent) said there was no apparent relation between the sponsor and the officer to whom the sponsor was responsible. The data do not indicate significant differences among the five schools.

TABLE 10

RELATIONSHIP BETWEEN 128 SPONSORS AND ADMINISTRATIVE OFFICERS
TO WHOM THEY ARE DIRECTLY RESPONSIBLE IN FIVE SCHOOLS

Type of Relationship	Number of Sponsors Checking Each					
Schools	A	B	C	D	E	Total
Officer advises and counsels with sponsor when necessary	13	14	24	12	15	78
Financial reports are re- quired periodically.....	2	2	6	3	5	18
There is no apparent relation between sponsor and officer	0	3	5	4	2	14
Officer requires reports only occasionally.....	1	2	5	1	1	10
Officer requires written re- ports of the work of the activity at regular inter- vals.....	0	0	7	1	0	8
Other relationships.....	1	3	0	0	3	7
Total Number of Sponsors.....	15	21	48	18	26	128

Evaluation

1. A policy-making body, representative of students, faculty, and administration, needs to be developed in most schools in order to provide for continuous planning, direction, and evaluation of the extracurriculum activity program. Very few of the schools have such an organization at the present time. Students need to be represented to assure adequate presentation of their point of view. The faculty representatives would provide the point of view of the sponsors of activities as well as concern with the regular program of the school. Representation of the administration should be provided by either the principal, assistant principal, or director of extracurriculum activities. Many schools will find it desirable to include representation of parent and alumni groups on the policy-making body.

2. Some competent member of the faculty needs to be designated executive head of the extracurriculum program in most of the schools. Very few schools have an officer designated as director of extracurriculum activities. This officer should be the executive officer of the policy-making body described in the preceding

paragraph.

3. Supervisory relationships between sponsors and those charged with management need to be more clearly defined. The data presented in the study indicate the absence of clearly defined supervisory relationships in many cases. Reports are not regularly received. Consultation is held only at irregular intervals. Other devices have not been reported frequently. It would seem desirable to have more constructive supervision of those responsible for the extracurriculum program.

CHAPTER VI

EXTRACURRICULUM FINANCE

The operation of a program of extracurriculum activities in a school involves the management of significantly large sums of money. Nearly every writer in the field of extracurriculum activities has emphasized the importance of careful management of these funds. Some of these statements have been synthesized in deriving the principles of management reviewed in this chapter. The status of practice in the public high schools of the North Central Association is also shown and some conclusions drawn in an evaluation of these practices.

Principles of Management

Four of the principles of management discussed in chapter iii are pertinent in this consideration of extracurriculum finance.

9. Centralized accounting procedures should be followed in the management of extracurriculum funds.

10. Practices in receiving and expending activity funds should be such as to teach students correct attitudes and habits in handling funds.

11. There should be an annual audit of funds by a competent professional auditor appointed by the board of education, preferably from outside the school system.

12. Extracurriculum activities should be given adequate financial support by the board of education.

Status of Practice

The financing of the extracurriculum program was studied from the points of view of the total cost of activities, cost to students, methods of financial support, organization for financial control, and the management of extracurriculum funds.

Total cost of activities.--The individuals filling out the questionnaires were asked to indicate the total cost of the extracurriculum program in the different schools for the school year

1938-39. The figure was to include money spent either through school accounts or by the board of education. Data were supplied by 594 (approximately two thirds) of those schools reporting. The costs were computed on the basis of pupils in average daily attendance in the schools. On this basis, the cost per pupil in small schools was \$5.45; in medium-sized schools, \$7.51; and in the large schools, \$4.60. The mean cost in all schools reporting was \$5.91 per pupil in average daily attendance. That these figures may be unreliable because of different accounting procedures used in the schools must be recognized. They may be used, however, to indicate approximate expenditures.

Data were also secured relative to the apportioning of funds between athletic and nonathletic activities and per-pupil costs of participating in nonathletic interscholastic contests. Athletic activities are responsible for 59.2 per cent of the expenditures in small schools, 55.4 per cent in medium schools, and 48.7 per cent in large schools. Considering all schools together, 55.2 per cent of the extracurriculum expenditures were for athletic activities, leaving an average of 44.8 per cent for nonathletic activities. The cost of participating in nonathletic interscholastic contests was 38 cents per pupil in average daily attendance in small schools, 56 cents per pupil in medium schools, and 28 cents per pupil in large schools. The average for all schools was 41.5 cents per pupil in average daily attendance.

Cost of activities to students.--In addition to funds provided by or spent through the school and board of education, extracurriculum activities are supported by funds paid directly by students themselves through fees, dues, special assessments, clothing purchases, transportation costs, and the like. A preliminary investigation revealed the fact that students do not actually know the extent of these individual costs with any degree of accuracy. The problem needs more intensive study than could be given in the present investigation. Moreover, according to the findings in the five selected schools, the matter of costs to the individual student is not a determining factor in participation in extracurriculum activities. Of the 3,581 students, ninety (3 per cent) said they did not belong to school organizations because the expense was too great. In other words, the cost of activities to students is sufficiently low that it does not affect the participation of 97 per cent of the students in the five selected schools.

Methods of securing financial support.--The methods of securing financial support vary widely among the different schools. On the one extreme is the situation wherein all costs are assumed by the board of education and students are admitted free to all athletic contests, plays, and other activities (this was reported in three schools); on the other extreme the board of education gives little if any direct financial assistance to activities (in 448 schools the athletic program is supposed to be self-supporting). It is recognized, of course, that boards of education in every school provide indirect financial assistance to the extracurriculum activities program in furnishing building facilities, supplies and equipment, janitorial services, employing and paying teachers, and the like; these expenditures are not small or unimportant, but are usually considered as a part of the total cost of maintaining educational services in the community. In between the extremes there are almost as many systems of support as there are schools.

An activities fee is used in 252 (approximately one-fourth) of the schools. Two hundred and one of these schools made the payment of the fee voluntary while in fifty-one schools all students are required to pay the fee; nineteen of fifty-one small schools having fees require payment of all students. Eighty schools provide for weekly payments of the fee, the payments usually being 10 cents per week. The average annual fee is \$2.71. In 120 schools (about one-half of those having activity fees) the fee covers all extracurriculum activities. In the other schools, the fee covers a variety of activities, the most common combination being athletics and dramatics.

Season tickets are used as a means of support in 420 of the schools. In seventy-one schools, individuals or groups within the community are called upon to help support some activities. In general, paying activities support nonpaying activities in 309 schools. In only fifty schools, however, are the activities which are more than self-supporting assessed a percentage for a general activity fund. The practice of having a general activity fund with subaccounts for each activity in order to facilitate the granting of funds to certain activities is followed in 308 schools. Intramural athletics are almost entirely supported by the interscholastic athletic program in 174 schools.

Activities of boards of education in supporting extra-

curriculum programs are very limited. In only 134 schools does the board definitely assist in financing activities. One school reported a flat stipend of \$1.00 per pupil enrolled paid by the board. Much more frequent was the comment that the board underwrites the financing of all activities in case they are not self-supporting. There are no significant differences in practice among schools of different size.

Organization for financial control.--The principal of the school is the officer most frequently charged with responsibility for the control of extracurriculum funds. Other officers also assigned responsibility are indicated in Table 11. The data in Table 11 show responsibility for the control of athletic funds.

TABLE 11

RESPONSIBILITY FOR THE CONTROL OF EXTRACURRICULUM
FUNDS OF ATHLETIC ACTIVITIES IN 901 SCHOOLS

Officials Responsible	Number of Schools Reporting			
	Small	Medium	Large	Total
Principal.....	122	254	60	436
General treasurer within the school itself.....	75	185	71	331
Treasurer of each organization.....	29	68	18	115
General treasurer of the school sys- tem.....	16	60	21	97
Principal's secretary.....	19	67	8	94
Physical education director.....	13	26	19	58
Faculty committee.....	9	27	11	47
Faculty-pupil committee.....	10	13	6	29
Director of extracurriculum activi- ties.....	6	10	4	20
Others.....	29	51	11	91
Number of Schools.....	257	519	125	901

Control over nonathletic funds is vested in the same individual in 708 (nearly 80 per cent) of the schools. In the case of non-athletic funds in schools where the officer is different, responsibility is usually given the treasurer of each organization. The office of general treasurer within the school is found in

about one-fourth the small and medium schools and over one-half the larger ones. The general treasurer of the school system is more likely to have control in the larger schools.

Further indication of responsibility for financial control is provided by the procedures for authorizing expenditures from extracurriculum funds. The data shown in Table 12 indicate considerable variation of procedures. Activity sponsors and principals have the responsibility for authorizing expenditures to almost the same extent. The members participating in the activity have this authority in 174 (about one-fifth) of the schools. The most frequently mentioned combination of responsibility is that involving the membership of the activity, its sponsor, and the principal. The activity sponsor and the principal may authorize expenditures in 125 schools. Of the eighty-three respondents who indicated some other authority than those listed, fifty-four named the superintendent of schools as the authority; the others indicated some combination of authorities other than those shown. None was mentioned frequently.

TABLE 12

INDIVIDUALS WHO MAY AUTHORIZE EXPENDITURES FROM
EXTRACURRICULUM FUNDS IN 901 SCHOOLS

Individuals	Number of Schools Reporting			
	Small	Medium	Large	Total
1. Principal.....	76	186	56	318
2. Sponsor of the activity....	79	184	50	313
3. Combination of 1, 2, and 5.	52	107	31	190
4. Combination of 1 and 2.....	35	68	22	125
5. Membership of the activity.	29	64	20	113
6. School treasurer.....	16	28	6	50
7. Combination of 2, 5, and 6.	10	29	8	47
8. Combination of 1 and 5.....	22	15	2	39
9. Director of extracurriculum	8	9	3	20
10. Combination of 5 and 9.....	1	1	..	2
11. Others.....	26	52	2	83
Number of Schools.....	257	519	125	901

Management of extracurriculum funds.--That the amount of funds handled annually in different schools is relatively large has been indicated in foregoing sections of this report. Some of the practices followed by the schools in the management of these

funds are reported here.

All expenditures are made by requisition signed by an officer of the organization, the sponsor, and a central treasurer in 103 (exactly 40 per cent) of the small schools, 289 (55 per cent) of the medium schools, and 96 (78 per cent) of the large schools. All expenditures are paid by check which is filed with the invoice and requisition in 156 (60 per cent small, 366 (70 per cent) medium, and 89 (70 per cent) large schools. The practice of not paying for purchases unless a requisition and invoice are presented by the vendor is followed in the following number of schools: 48 small (19 per cent), 185 medium (35 per cent), and 62 (50 per cent large).

Receipts are issued in duplicate to all pupils for funds deposited with the school treasurer in 107 (40 per cent) of the small schools, 237 (46 per cent) of the medium, and 67 (53 per cent) of the large schools. Stating these data negatively, more than one-half the schools in the North Central Association do not issue receipts in duplicate to pupils for funds deposited with the school.

Recent legislation by the federal government requiring schools to pay admissions tax has doubtless resulted in much more careful accounting of tickets and gate receipts than the findings relative to practice at the time of this study would indicate. The present law requires that all tickets be numbered. At the time of this study only 361 (40 per cent) of the schools followed this practice. In about the same number of schools, lost tickets or other materials being sold must be accounted for by pupils. Gate receipts are checked periodically with the number of tickets sold in 461 (slightly over one-half) of the schools. Eleven schools report that no tickets are sold by students.

General school treasurers are usually not bonded to protect the organizations and the school against possible loss of funds. The practice of bonding treasurers is followed in 12 (5 per cent) small, 102 (20 per cent) medium, and 80 (66 per cent) large schools.

Practices relative to the auditing of extracurriculum funds differ widely among the schools. The data, shown in Table 13, indicate that the most common procedure is to have an audit made by some school official designated by the board of education. This official is usually the secretary of the board or

the school auditor (in larger school systems). The most frequent practice in the small schools is for the principal to make the audit. Sponsors audit the funds in 115 schools. The practice of having the audit made by a professional auditor outside the school system is followed in slightly less than one-fifth of the schools. Of the 84 schools reporting practices other than those listed, 43 indicate an audit is made by a representative of the state board of accounts. Others commented that the books were open to the public, that the books were available for audit whenever the board of education wished to examine them, and that an annual audit was made by the superintendent of schools. One hundred and six respondents (12 per cent) said there was no regular audit of funds in their schools.

TABLE 13

PRACTICES IN AUDITING EXTRACURRICULUM
FUNDS IN 901 SCHOOLS

Practices Followed	Number of Schools Reporting			
	Small	Medium	Large	Total
Annual audit is made by a school official appointed by the board of education.....	59	136	71	266
There is an annual audit of the funds by the principal.....	72	107	12	191
There is an annual audit by a competent professional auditor outside the school system.....	25	119	27	171
Sponsors of each activity audit their funds and make certified statements.....	33	65	17	115
There is no regular audit of funds.	42	58	6	106
An annual audit is made by a faculty member appointed by the principal.....	15	66	14	95
The principal's secretary makes an annual audit.....	13	49	4	66
An annual audit is made by a faculty committee.....	16	18	8	42
Others.....	22	51	11	84
Number of Schools.....	257	519	125	901

Evaluation

1. The amount of money involved in the management of extracurriculum activities is sufficiently large to justify the development of careful accounting procedures in handling funds. If the cost of the use of buildings, supplies and equipment, salaries of teachers, administrators, clerks, janitors, and others, and the personal expenditures of the participants are added to the costs reported by principals, the total costs would be significantly higher than those reported in this study. Procedures for handling and expending funds need to be carefully developed.

2. Boards of education should be made cognizant of the values in extracurriculum activities and problems of management so that additional funds for the partial or total support of activities may be provided specifically from the general school budget. The board of education appropriates money directly for the financial support of extracurriculum activities in relatively few of the schools. Students should not be denied opportunities for participation in such activities even though it may be necessary for the board of education to reduce the cost of participation in activities through the direct appropriation of tax funds for the support of the extracurriculum program.

3. Although acceptable procedures are being followed in managing extracurriculum finance in a majority of the schools, many schools are not following these recommended practices. Such practices as buying on the basis of requisitions, paying for goods by check, issuing duplicate receipts to pupils for funds deposited with the school treasurer, and the maintenance of adequate filing systems for records of purchases are not followed in a relatively large proportion of the schools. Considerable need exists in many schools for revisions in auditing practices. The funds in relatively few schools are audited by competent professional auditors outside the school system.

4. Because general school treasurers are not so frequently found, purchases are less frequently made by requisition, expenditures are not paid as often by check, the practice of issuing duplicate receipts to pupils for funds deposited is not followed as often, and because annual audits by competent professional auditors are not so frequently made, the general management of activity funds is somewhat less satisfactory in small schools. These and other practices characteristic of careful accounting

should be followed in small schools even though the total amount of funds handled in small schools is smaller than that in large schools.

CHAPTER VII

STUDENT PARTICIPATION IN ACTIVITIES

This chapter is concerned with the actual participation of students in extracurriculum activities: the extent to which they participate, the way they choose their leaders, the training they receive as members and leaders, and the records of their participation kept by the school. The procedures developed by the schools in this area of management of extracurriculum activities are probably the most significant of all in determining the effectiveness of the program.

Principles of Management

Five of the principles of management discussed in chapter iii pertain to student participation in activities:

13. The voluntary participation of students in activities should be encouraged in order that a large percentage of the students may participate in some activity.

14. Assistance in adjusting pupils into the extracurriculum program should be one function of the guidance services of the school.

15. Procedures for limiting the participation of students in activities should be based upon a functioning guidance program rather than upon arbitrary rules and regulations.

16. Records of participation, including an evaluation of the student's participation, should be made a part of the permanent school record of each student.

17. A training program for officers and members of each organization should be undertaken.

Status of Practice

The core of the extracurriculum program is the participants themselves. Data were assembled to show methods used in acquainting students with the program of activities in the different schools, in stimulating interest in order to secure participation,

in controlling participation, in selecting and training members, selecting and training leaders, and in checking the progress made by students as participants in activities. The data also reveal the spread of activity membership among the different grade levels, the spread of leadership opportunities, and factors limiting the participation of students. Opinions of students, alumni, and parents relative to preferences between extracurriculum and regular-curriculum activities and also amount of participation were secured.

Informing students, stimulating interest, and controlling participation.--An important first step in securing the participation of students in the extracurriculum program is making sure they are informed relative to what activities are available in the school. As shown in Table 14, the most frequently used device to inform students concerning activities is the school assembly.

TABLE 14
DEVICES USED IN ACQUAINTING PUPILS WITH THE
PROGRAM OF ACTIVITIES IN 901 SCHOOLS

Devices Used	Number of Schools Reporting			
	Small	Medium	Large	Total
Assembly programs.....	233	478	110	821
Informal conversations with teachers	198	385	94	677
Informal conversations with pupils..	195	366	87	648
Guidance program: advisors suggest participation, etc.....	163	376	108	647
Homeroom discussions.....	111	354	93	558
Planned publicity in school or city newspapers.....	138	273	82	493
Exhibits.....	119	270	81	470
Student handbook.....	53	193	78	324
Special extracurriculum bulletin....	40	113	43	196
Others.....	5	14	5	24
Number of Schools.....	257	519	125	901

Eight hundred and twenty-one (91 per cent) of the schools use assembly programs to acquaint pupils with the program of activities. One hundred and eight (86 per cent) of the large schools rely

upon the guidance program to inform students; this same device is used in 71 per cent of the medium, and 63 per cent of the small schools. The smaller schools rely more on informal conversations with teachers and pupils although these devices are also followed in a relatively large number of the larger schools. Student handbooks are found principally in the large schools; 62 per cent of the large schools have handbooks in comparison with 20 per cent of the small schools. A special extracurriculum bulletin is not a popular device among the schools; only 22 per cent of the schools publish such a bulletin, these being principally the larger schools. Forty-three per cent of the small, 68 per cent of the medium, and 75 per cent of the large schools use homeroom discussions in informing students. Exhibits of extracurriculum activities are held in slightly more than one-half of the schools; however, nearly two-thirds of the large schools hold exhibits. Class meetings, radio broadcasts, school newspaper, and special announcements were listed infrequently as other devices. Planned publicity in school and city newspapers was listed by 54 per cent of the respondents. In general, the larger schools use a greater number of devices and use these more frequently in informing students about the extracurriculum program than the smaller schools; the smaller schools are more likely to assume that students know of the existence of all activities in the school.

The next step after informing students about the program is getting them interested in the different activities. Steps taken to assist pupils in making choices of activities in which they will participate are shown in Table 15. These three practices are reported in about one-half of the schools: sponsors and members make an effort to secure new members with ability along the lines of the activity; students are urged to consult sponsors in order to find out more about the different activities; and students are advised by counselors as to appropriate activities. Only 156 schools follow the practice of having activity choices approved by counselors or homeroom teachers. In about 15 per cent of the schools an effort is made to secure new members who are in need of training along the lines of the activity. The practice of strongly urging students to visit different activities until they find one of special interest is followed in about 18 per cent of the schools. In 215 schools (nearly one-fourth) there is no specific school policy with respect to assisting pupils in

choosing activities. Mentioned infrequently were such devices as having the names of prospective participants submitted to the faculty for approval, or having names submitted to the student council for approval, having a rule that everyone should belong to at least one activity, and having publicity campaigns sponsored by the student council.

TABLE 15

STEPS TAKEN IN 901 SCHOOLS TO ASSIST PUPILS IN MAKING CHOICES
OF ACTIVITIES IN WHICH THEY WILL PARTICIPATE

Steps Taken	Number of Schools Reporting			
	Small	Medium	Large	Total
Sponsors and members make an effort to secure new members with ability along the lines of the activity...	139	282	89	510
Students are urged to consult sponsors in order to find out more about the different activities....	119	293	77	489
Students are advised by counselors as to appropriate activities.....	105	237	67	409
Sponsors and members make an effort to secure new members who are in need of training along the lines of the activity.....	64	141	38	243
There is no specific school policy with respect to assisting pupils in choosing activities.....	57	128	30	215
Students are strongly urged to visit different activities until they find one of special interest.....	41	95	32	168
Activities selected by a pupil must be approved by his counselor or homeroom teacher.....	37	98	21	156
Others.....	4	7	3	14
Number of Schools.....	257	519	125	901

Additional data pertinent to the selection of activity members were provided by the 128 sponsors of activities in the five selected schools. In response to a query, "How are members of the activity selected?" eighty-six stated that students became members because of interest in the activity; fifty-one, because of students' ability to take part in the activity; and thirty-

seven, that students become members automatically because of membership in school, a grade, or registration in a class. In fifteen activities, members are selected by vote of the present members and in thirty-four activities invitation by the sponsor plays an important part in the selection of members. Sponsors were also asked to list the formal qualifications for membership in the different activities. Ninety-three out of the 128 listed interest in the activity; sixty, ability to take part in the activity; fifty, membership in a certain grade in school; forty-eight, sex qualifications; forty-five, scholarship standing; eight, good character; and four, passing certain tests. Opinion among these sponsors was almost equally divided as to whether or not attempts were made to secure as members students who would benefit by membership in a group and through participation in group activities. Only nineteen sponsors indicated that attempts were made to secure as members students with little or no ability to perform the activities of the organization. There is somewhat more interest on the part of these sponsors in developing ability among new members than in developing interest although in both cases the majority of sponsors responded in the negative to both of these proposals in selecting new members.

Closely related to the matter of stimulating interest in joining activities is the problem of controlling the amount of participation on the part of students; some may wish to participate in too many activities while others may not wish to take part in any. The findings, shown in Table 16, indicate that a majority of the schools (492, or 54 per cent) place no arbitrary controls on the participation of students. Approximately 20 per cent of the schools limit participation in interscholastic athletics to one sport per season; only one-half as many limit participation in nonathletic interscholastic contests. The vast majority of the schools have no such restrictions. Point systems for controlling participation are not found in any considerable number of the schools. In 131 schools, point systems limit maximum participation; in only twenty-one of the 901 schools do point systems regulate minimum participation. Controlling participation through a system of major and minor activities is followed in fifty schools. The most widely practiced technique for controlling participation is control through the manner in which activities are scheduled; for example, having all clubs meet at the same time so

TABLE 16

PRACTICES GOVERNING THE AMOUNT OF PARTICIPATION IN
EXTRACURRICULUM ACTIVITIES IN 901 SCHOOLS

Governing Practices	Number of Schools Reporting			
	Small	Medium	Large	Total
No arbitrary controls are placed upon the participation of students.....	159	276	57	492
Participation is controlled through the manner in which activities are scheduled.....	76	179	40	295
Participation in interscholastic athletics is limited to one sport each season.....	39	106	40	185
Participation is controlled through a point system limiting the maximum amount of participation.....	18	76	37	131
Participation in nonathletic interscholastic contests is limited to one such contest during the period of preparation and participation.....	16	35	12	63
Every student must belong to at least one activity.....	25	28	...	53
Participation is controlled through a major-minor system.....	7	29	14	50
Every student must belong to at least one club.....	11	25	2	38
Participation is controlled through a point system limiting the minimum amount of participation.....	9	11	1	21
Others.....	16	22	6	44
Number of Schools.....	257	519	125	901

that a student may not belong to more than one club. This practice is followed in one-third of the schools. Requiring students to belong to at least one activity or one club is not widely practiced in the schools, fewer than 5 per cent of the schools indicating that this procedure is followed. Other practices were reported by small numbers of respondents, such as urging strongly that all students participate, limiting participation through marking restrictions, having a rule that no student may belong to more than one, or, in some schools, two clubs, and limiting par-

ticipation by those students who are officeholders. In general, most of the schools have either very limited or no controls on the participation of students in extracurriculum activities.

Training new members.--The manner in which new members are oriented into activities is an influential factor both in encouraging students to participate in activities and in helping them to benefit from their participation. The sponsors of the 128 activities in the five selected schools indicated the following provisions for training new members: explaining the purposes of the activity, sixty-one of the 128 activities; acquainting new members with the activities of the organization, fifty-six; knowing the duties and responsibilities of members, sixty; explaining the eligibility requirements for officeholding in the organization, twenty-five; and describing opportunities for participation in the programs and other activities of the organization, sixty-eight. Several ways in which this training is given were also indicated by the sponsors. The largest number, sixty-two, indicated the training was given incidentally by the sponsor. In forty-nine cases, the training was given formally by the sponsor. That the information and instruction were secured from other members of the activity was indicated fifty-nine times. Forty-four of the 128 sponsors indicated that training was secured only through participation in activities. In only nineteen activities is there printed or mimeographed material available for training new members.

Selecting and training leaders.--Assuming that the successful functioning of an activity depends partly upon the quality of the student leadership, a study was made of practices in selecting and training student leaders. Respondents from the 901 schools were asked to indicate the assistance given students in their schools in selecting activity leaders. As shown in Table 17, it was reported in 281 cases (slightly less than one-third of the schools) that it is assumed students will select good leaders without faculty supervision. In almost the same number, desirable qualifications for student leaders have been pointed out to the students through a handbook, special bulletins, or assembly programs. Also in about the same number, those eligible for positions of leadership must have attained specified scholarship standings. In eleven of the schools, this standing consists in having no grade below "C," the average mark in that school; in eighteen others, students must be passing in all subjects; other schools

did not indicate what requirements were enforced. The most frequently indicated practice was that of having sponsors point out desirable qualifications at the time of each student election; this was checked by 419 (almost one-half) of the respondents. Other comments made on the questionnaire blanks indicated such practices as having all prospective leaders approved by either the entire faculty, a faculty committee, the principal, or the student council, setting up a system whereby the number of offices to be held by any given individual was limited, and having mock conventions, primaries, and campaigns in an effort to assist students in selecting better leaders.

TABLE 17
ASSISTANCE GIVEN STUDENTS IN SELECTING
ACTIVITY LEADERS IN 901 SCHOOLS

Types of Assistance	Number of Schools Reporting			
	Small	Medium	Large	Total
Sponsors have been told to point out desirable qualifications at the time of each student election.....	123	246	50	419
In general, it is assumed that students will choose good leaders without faculty interference.....	81	161	39	281
By school regulation, those eligible for positions of leadership must possess specified scholastic standings.....	71	142	61	274
Desirable qualifications for student leaders have been pointed out to the students through the handbook, special bulletins, or assembly programs.....	62	161	48	271
Others.....	4	16	8	28
Number of Schools.....	257	519	125	901

The 128 sponsors in the five selected schools indicated qualifications for students holding office in these schools. Mentioned by seventy-six was the possession of apparent leadership qualities. Fifty-eight said special interest or ability in the activities of the organization was a necessary qualification; thirty-eight mentioned a scholarship standing (in six cases, an

average of "B" or better was required); twenty indicated that classification in a certain grade in school was a qualification; fifteen listed registration in a particular subject or department; and fourteen checked a definite period of time served as a member of the activity before being eligible for office as a necessary qualification. There were no qualifications for officeholding listed by sponsors of nine of the 128 activities.

By and large, schools do not practice general programs for the training of activity leaders. The data shown in Table 18 indicate two general practices. In 425 (47 per cent) of the schools, there is no definite all-school program for the training of leaders. In 403 (44 per cent) schools, the training of activity leaders is left to the sponsors of the different activities. Practices in training leaders are followed on an all-school basis in a relatively small number of the schools. Activity presidents are assembled to discuss rules of parliamentary procedure, how to plan meetings, and other duties in 117 of the 901 schools. Activity secretaries are given specific training in keeping minutes of meetings and other organization records in ninety-one (10 per cent) of the schools. Activity treasurers are given instructions in keeping accounts by the school treasurer or some other competent person in 170 (almost one-fifth) of the schools; such is the training most frequently given student leaders. A general school practice of having minor or assistant officers elected who may learn the duties of offices from the regular officeholders is followed in about 10 per cent of the schools. Supervision of student leaders through visiting meetings and holding conferences is practiced by the director of extracurriculum activities or his appointee in only about 5 per cent of the schools.

The findings in the five selected schools with respect to the training of officers were similar to those in the 901 schools. The majority of the sponsors reported training was incidentally given and was gained largely through experience. In thirteen of the 128 activities, mimeographed material had been prepared to assist new officers in learning their duties.

Checking the success of members.--Just as students achieve different degrees of success in their regular-curriculum activities, so it may be assumed that their progress in extracurriculum activities will vary. As shown in Table 19 the findings indicate that no formal checks of the progress of students in extracurricu-

TABLE 18

STEPS TAKEN IN TRAINING STUDENT LEADERS
OF ACTIVITIES IN 901 SCHOOLS

Procedures Followed	Number of Schools Reporting			
	Small	Medium	Large	Total
There is no definite all-school program for the training of leaders...	130	243	52	425
The training of activity leaders is left to the sponsors of the different activities.....	95	238	70	403
Activity treasurers are given instructions in keeping accounts by the school treasurer or some other competent person.....	38	114	18	170
Activity presidents are assembled to discuss rules of parliamentary procedure, how to plan meetings, and other duties.....	36	64	17	117
Activity secretaries are given specific training by some individual in keeping minutes of meetings and other organization records.....	22	60	9	91
A general school practice, of having minor or assistant officers elected who may learn from the regular officeholder is followed.....	19	57	10	86
The director of activities regularly holds conferences with student leaders to assist them in becoming more effective leaders.....	14	33	11	58
The director of activities or his appointee supervises meetings regularly to observe how satisfactorily the different leaders are performing duties.....	14	34	5	53
Others.....	4	12	1	17
Number of Schools.....	257	519	125	901

lum activities are made in 414 (45 per cent) of the schools. In an additional 201 schools the only check made is whether pupils are attending the meetings of the activity. In 163 schools, sponsors are asked from time to time to give reports relative to the progress of individual students in the different activities. In about the same number of schools, an evaluation of the work of the students is made through the number of points awarded them

TABLE 19

PRACTICES IN 901 SCHOOLS RELATIVE TO MAKING CHECKS OF PROGRESS
OF PUPILS ENROLLED IN NONINTERSCHOLASTIC ACTIVITIES

Governing Practices	Number of Schools Reporting			
	Small	Medium	Large	Total
No formal checks of progress are made	109	237	68	414
The only check made is whether pupils are attending the meetings of the activity.....	44	128	29	201
Under a point system, the number of points awarded is based on the effectiveness of the participation...	47	95	26	168
Sponsors are asked for reports from time to time relative to the progress of individual pupils in activities.....	52	99	12	163
Students are given some form of grade or mark by the sponsors of the different activities.....	63	80	11	154
Students are asked to rate the progress of other students in activities.....	1	4	3	8
Others.....	7	27	2	36
Number of Schools.....	257	519	125	901

for participation in activities. The practice of giving some grade or mark for participation is followed in only 154 (one-sixth) of the schools. Other practices reported infrequently were that marks are given in the "more important" activities, such as glee club, band, and orchestra; that honor points are given for regular attendance; that extracurriculum participation is included by definition in the citizenship grade given on report cards; that grades are given only in athletics; and that records of participation are kept on the permanent record card but that no evaluations are made. One principal objected strongly to the practice of evaluating participation in extracurriculum activities, pointing out that at least this one part of a student's life should be left free from educational regimentation.

Spread of participation among sex, grade levels, and in number of activities.--The 3,581 students in the five selected high schools were asked to indicate the number of activities they

had participated in during the twelve-months period from March 1, 1939 to February 29, 1940. These data, tabulated by sex, grade, and number of activities, are shown in Table 20.

TABLE 20

TOTAL NUMBER OF ACTIVITIES PARTICIPATED IN BY 3,581
STUDENTS DURING THE TWELVE-MONTHS PERIOD
MARCH 1, 1939—FEBRUARY 29, 1940

Class and Sex	Number of Students Participating in Specified Numbers of Activities													Total Students
	0	1	2	3	4	5	6	7	8	9	10	11	12 or More	
Freshmen														
Boys	153	75	49	25	9	5	2	..	5	1	..	1	..	325
Girls	134	113	65	32	13	8	3	1	..	..	..	..	..	369
Total	287	188	114	57	22	13	5	1	5	1	..	1	..	694
Sophomores														
Boys	152	107	96	76	28	25	10	4	1	3	1	..	..	503
Girls	94	101	95	77	55	37	20	11	8	9	5	2	2	516
Total	246	208	191	153	83	62	30	15	9	12	6	2	2	1019
Juniors														
Boys	133	85	91	64	43	26	17	7	5	3	..	2	2	478
Girls	89	95	94	70	54	28	23	16	16	2	5	3	4	499
Total	222	180	185	134	97	54	40	23	21	5	5	5	6	977
Seniors														
Boys	87	57	61	66	40	43	24	20	14	6	9	5	1	433
Girls	65	60	68	70	56	32	42	24	19	13	3	2	4	458
Total	152	117	129	136	96	75	66	44	33	19	12	7	5	891
Totals														
Boys	525	324	297	231	120	99	53	31	25	13	10	8	3	1739
Girls	382	269	322	249	173	105	88	52	43	24	13	7	10	1842
Totals	907	693	619	480	293	205	141	83	68	37	23	15	13	3581

The range in number of activities participated in by students during the period indicated is from none to sixteen, inclusive (all who participated in twelve or more activities are grouped in the table). The average boy in these schools took part in 1.1 activities during the period while the average girl took part in 1.7 activities. What is more significant, 907 students (one-fourth approximately) did not participate in any activity during this period. The number of nonparticipants among boys was higher than among girls. Five hundred and twenty-five boys (30 per cent) were

in no activity compared to 382 girls (20 per cent) in this same category. In addition to these nonparticipants, 693 students took part in only one activity during the twelve-months period. This makes a total of 44 per cent of these students who were either in no or only one activity; the percentage for boys was 48 and for girls 39. Including in the calculations 619 students who were in two activities during the twelve-months period, 62 per cent (nearly two-thirds) were in either one, two, or no activities during the year under consideration. Relative few, eighty-eight (2 per cent), of the students took part in more than eight different activities during this period.

Upper-classmen were more likely to participate in activities than under-classmen in these five schools. The proportionate number of students who did not participate in activities decreased about one-half from grades 9 through 12. Among the Freshmen, 287 out of 694 (41 per cent) were nonparticipants. About one-fourth of the Sophomores and Juniors were nonparticipants. Of the Seniors, only 152 out of 891 (19 per cent) took part in no extracurriculum activity. The data for Freshmen are more significant when considered in the light of participation in only one activity. An additional 188 Freshmen were in only one activity. Four hundred seventy-five Freshmen out of 694 reporting in these five schools (68 per cent) participated either in no or in only one extracurriculum activity during the period.

Further evidence pertinent to participation of students in activities is shown in Tables 21, 22, and 23. The data presented in these tables show the mean percentage of students in thirty-two small, fifty-eight medium, and thirteen large schools who participated in a variety of activities. The schools included in the tabulations were selected at random from the questionnaires returned from the 901 North Central Association high schools. The number of students at the different grade levels who participated in the different activities was reported by the principals; the percentages given in the tables were calculated from the enrolment data for the classes in the schools also furnished by the respondents.

Several trends in participation are indicated by these data. Because of the size of the schools and the fact that the size of teams is relatively constant, larger percentages of total enrolments are found participating in activities in the smaller

TABLE 21

MEAN PERCENTAGE OF STUDENTS IN THIRTY-TWO SMALL SCHOOLS WHO PARTICIPATED IN DIFFERENT EXTRACURRICULUM ACTIVITIES

Activity	Per Cent of Students Participating in Specified Activities							Number of Schools Represented
	7	8	9	10	11	12	All	
Athletics								
Interscholastic								
Boys								
Baseball.....	15.6	14.6	21.4	28.1	39.5	33.8	26.9	11
Basketball.....	9.7	12.7	20.6	24.2	34.9	35.1	25.9	30
Football.....	4.8	8.0	21.8	29.1	43.9	45.3	28.3	24
Night football.....	....	....	19.0	46.0	29.0	61.0	40.0	1
Track.....	0.0	0.0	6.3	20.0	29.2	26.2	15.6	22
All others.....	....	....	....	....	....	....	14.0	1
Girls								
Basketball.....	65.5	43.5	32.3	27.3	28.7	30.3	31.7	3
Track.....	....	....	20.0	16.0	50.0	35.0	27.0	1
All others.....	....	....	17.0	32.0	45.0	36.0	30.0	1
Intramural								
Boys								
Baseball (hard)	10.5	25.0	25.0	63.5	47.0	38.5	30.3	3
Baseball (soft)	30.7	42.7	58.2	59.3	74.0	65.2	56.4	12
Basketball.....	30.2	34.4	42.5	51.5	53.2	46.7	42.1	17
Football.....	33.3	52.0	36.8	50.0	61.5	46.0	48.5	4
Track.....	4.5	3.0	6.0	23.5	33.0	16.5	12.7	3
Volleyball.....	36.7	48.0	71.1	60.5	78.9	64.3	67.0	10
All others.....	6.0	17.5	18.7	27.0	54.0	24.0	24.5	4
Girls								
Baseball.....	44.4	36.8	63.1	51.7	53.0	59.7	51.2	9
Track.....	100.0	100.0	100.0	59.0	80.0	79.0	81.0	1
Volleyball.....	33.8	30.5	67.1	56.9	64.7	59.6	56.4	14
All others.....	29.7	19.0	46.8	43.3	52.0	43.0	43.0	6
Class organiza- tions.....	50.0	50.0	80.0	81.5	81.7	97.2	83.5	6
Clubs								
Departmental.....	16.3	12.3	41.6	44.3	40.5	31.7	34.3	10
Honor.....	1.0	1.5	3.2	4.5	18.5	13.8	6.9	7
Outside agency...	11.3	12.7	12.6	20.2	18.0	15.8	14.5	6
Special interest.	27.0	25.0	46.2	59.8	79.0	81.8	49.7	6
General school...	0.0	0.0	41.7	42.3	60.7	65.0	48.7	3
All others.....	....	....	....	....	....	....	....	0
Homerooms.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	4
Music								
Instrumental.....	29.5	18.5	20.4	25.2	28.5	30.8	22.1	6
Vocal.....	0.0	0.0	0.0	22.5	47.2	49.5	22.0	5
Nonathletic in- terscholastic contests								
Commercial								
Typewriting....	0.0	0.0	0.9	2.6	10.8	10.9	5.4	14
Shorthand.....	0.0	0.0	0.0	1.4	3.9	10.8	3.7	9
All others.....	0.0	0.0	0.6	2.2	3.6	5.6	2.2	5

TABLE 21—Continued

Activity	Per Cent of Students Participating in Specified Activities							Number of Schools Repre- sented
	7	8	9	10	11	12	All	
Grades.....								
Music								
Band.....	14.6	13.9	15.5	24.3	26.2	22.3	19.6	22
Orchestra.....	9.0	4.0	18.8	22.0	25.4	34.8	21.5	6
Instrumental groups.....	6.1	2.3	5.5	7.5	13.9	10.1	8.7	12
Instrumental soloists.....	0.0	0.0	1.9	3.9	6.8	5.7	3.5	15
Vocal groups...	6.3	6.4	20.4	26.8	33.1	37.4	25.4	20
Vocal soloists..	0.0	0.0	0.2	2.4	5.8	4.5	2.6	14
All others.....	0.0	0.0	0.0	3.0	0.0	0.0	0.0	1
Publications								
Magazine.....	....	....	....	....	....	....	....	0
Newspaper.....	0.0	0.0	0.9	6.6	12.5	21.8	9.5	13
Yearbook.....	0.0	0.0	0.0	3.4	15.2	45.2	9.6	8
All others.....	....	....	....	....	....	....	....	0
Public Speaking								
Debate.....	0.0	0.0	3.6	3.0	7.3	4.7	3.8	6
Dramatics.....	0.0	0.0	1.0	4.5	27.6	36.5	11.6	14
Oratorical.....	0.0	0.0	0.6	0.6	3.9	7.4	2.3	11
Extemporary speaking.....	0.0	0.0	0.5	0.0	2.2	6.6	1.8	5
All others.....	0.0	0.0	0.7	0.7	7.3	9.8	3.8	6
Scholarship.....	0.0	0.0	0.0	0.0	1.0	17.7	4.8	5
Subjects								
Latin.....	0.0	0.0	2.8	9.8	0.0	0.5	2.5	4
Modern language..	0.0	0.0	8.0	6.0	25.0	47.0	14.0	1
Mathematics.....	0.0	0.0	22.4	13.8	5.8	3.6	9.6	5
All others.....	0.0	0.0	9.0	9.0	19.5	30.5	13.5	2
Skills								
Art.....	2.0	4.0	37.5	6.0	0.0	10.0	11.0	2
Essay-writing....	0.0	1.2	0.0	19.7	18.6	34.6	23.6	8
Posters.....	0.0	0.0	0.0	23.0	0.0	0.0	4.0	1
Short story.....	....	....	....	....	....	....	....	0
Stock-judging....	0.0	0.0	10.1	5.5	8.1	6.0	6.2	16
Vocational demon- stration.....	0.0	0.0	4.0	8.7	15.3	17.0	10.5	4
All others.....	0.0	0.0	0.0	4.0	13.0	6.0	4.0	2
Student council...	0.3	1.2	3.4	5.6	7.4	11.2	5.9	11
Student court.....	....	....	....	....	....	....	....	0
School banking....	0.0	0.0	100.0	0.0	0.0	0.0	20.0	1
Social events								
Class parties....	100.0	100.0	100.0	100.0	100.0	100.0	92.3	6
All-school par- ties.....	46.7	47.0	76.8	74.3	81.4	83.1	75.0	14
Junior-Senior party	0.0	0.0	0.0	0.0	98.7	97.6	36.2	11
Senior-Alumni party	0.0	0.0	0.0	0.0	0.0	100.0	17.0	2
Social dancing....	50.0	50.0	76.7	69.5	57.5	72.8	59.2	5
All others.....	0.0	0.0	99.0	88.0	0.0	0.0	46.0	1

TABLE 22

MEAN PERCENTAGE OF STUDENTS IN FIFTY-EIGHT MEDIUM SCHOOLS WHO PARTICIPATED IN DIFFERENT EXTRACURRICULUM ACTIVITIES

Activity	Per Cent of Students Participating in Specified Activities							Number of Schools Represented
	7	8	9	10	11	12	All	
Grades.....								
Athletics								
Interscholastic								
Boys								
Baseball.....	11.0	11.8	14.0	15.3	20.6	19.3	15.3	15
Basketball.....	8.0	9.5	13.2	13.2	16.2	16.1	12.5	56
Football.....	2.8	6.2	11.7	14.6	19.6	20.4	13.5	36
Night football.....	0.5	1.4	9.8	16.4	22.3	25.3	14.8	26
Track.....	6.4	5.5	8.7	10.5	15.6	15.8	11.0	44
All others.....	1.9	2.4	5.8	6.8	10.3	10.7	7.2	20
Girls								
Basketball.....	8.5	6.5	20.4	19.4	14.4	17.1	16.0	7
Track.....	16.0	16.0	28.0	3.0	8.0	15.0	12.5	2
All others.....	0.0	4.5	5.0	8.0	12.2	10.9	7.6	11
Intramural								
Boys								
Baseball (hard)	33.0	35.0	26.0	18.8	26.2	26.8	23.0	5
Baseball (soft)	32.6	33.0	34.5	30.4	33.2	30.6	31.8	25
Basketball.....	30.9	31.9	34.2	34.3	38.6	32.7	35.0	41
Football.....	25.0	40.3	35.5	23.5	31.1	25.4	26.2	10
Track.....	17.4	17.0	28.1	28.7	26.1	22.5	24.0	22
Volleyball.....	21.6	25.4	39.9	35.4	37.1	32.3	34.7	16
All others.....	23.0	27.0	20.3	21.6	26.1	26.9	23.7	12
Girls								
Baseball.....	26.7	28.4	37.4	27.8	23.9	21.8	30.5	21
Track.....	25.0	21.2	29.2	21.3	18.5	21.3	30.1	7
Volleyball.....	36.9	35.7	39.2	28.6	26.6	24.6	31.3	21
All others.....	41.0	40.2	44.3	39.3	37.3	31.4	39.3	23
Class organiza- tions.....	98.6	98.8	57.9	77.8	84.5	84.3	80.8	11
Clubs								
Departmental.....	11.2	6.8	18.7	42.1	32.9	33.5	37.6	13
Honor.....	0.0	0.0	1.1	0.9	4.8	15.5	4.4	13
Outside agency...	30.8	33.0	19.0	18.0	19.7	22.5	20.2	12
Special interest.	2.3	11.3	24.3	18.3	26.1	25.2	20.1	17
General school...	32.0	35.8	27.2	21.8	24.0	23.8	27.1	9
All others.....	18.0	14.5	27.0	25.3	45.3	38.7	26.2	4
Homerooms.....	94.2	96.3	98.2	97.2	98.1	98.5	96.9	14
Music								
Instrumental.....	10.3	10.1	9.4	11.8	11.2	10.9	10.9	16
Vocal.....	12.0	9.5	21.6	14.4	22.3	22.4	17.9	13
Nonathletic inter- scholastic con- tests								
Commercial								
Typewriting.....	0.0	0.0	0.0	0.8	2.7	3.0	1.0	13
Shorthand.....	0.0	0.0	0.0	0.0	2.2	3.2	0.9	11
All others.....	0.0	0.0	0.0	1.4	2.2	3.0	1.2	5

TABLE 22— Continued

Activity	Per Cent of Students Participating in Specified Activities							Number of Schools
	Grades.....	7	8	9	10	11	12	All Represented
Music								
Band.....	5.5	7.6	10.8	11.2	13.2	13.7	10.9	41
Orchestra.....	2.4	4.4	8.7	7.6	10.2	9.7	7.2	24
Instrumental groups.....	0.8	1.2	2.7	2.8	5.2	6.1	4.4	15
Instrumental soloists.....	0.0	0.0	1.4	1.9	2.8	3.8	2.0	24
Vocal groups.....	12.0	10.9	14.1	16.9	22.7	23.8	7.2	32
Vocal soloists..	0.0	0.0	0.5	0.8	2.2	2.3	1.2	20
All others.....	0.0	0.0	5.0	8.0	6.0	4.0	9.0	2
Publications								
Magazine.....	0.0	0.0	0.0	0.2	4.2	3.0	1.5	4
Newspaper.....	1.3	0.9	1.1	2.3	6.8	10.6	4.3	29
Yearbook.....	0.0	0.0	0.1	1.2	5.2	9.8	3.0	14
All others.....	....	....	....	....	....	....	....	0
Public speaking								
Debate.....	0.0	0.8	0.6	1.9	4.2	4.1	2.7	30
Dramatics.....	7.5	10.2	6.5	5.0	11.2	16.7	9.4	27
Oratorical.....	0.0	0.2	0.2	0.3	1.4	1.8	1.0	30
Extemporary speaking.....	0.0	0.0	0.0	0.2	1.4	2.7	0.8	29
All others.....	0.0	0.9	0.3	1.8	2.2	9.4	2.9	16
Scholarship.....	0.0	0.0	0.0	3.0	3.7	38.0	13.0	3
Subjects								
Latin.....	0.0	0.0	5.7	5.4	3.2	2.1	4.7	13
Modern Language..	....	....	....	5.0	13.0	2.7	5.4	5
Mathematics.....	0.0	0.0	18.8	23.1	7.7	1.6	10.8	8
All others.....	....	....	....	8.0	16.0	22.0	10.0	2
Skills								
Art.....	3.0	4.0	1.0	1.0	1.0	4.5	2.2	4
Essay-writing....	0.0	0.0	5.1	6.1	5.9	11.0	6.5	15
Posters.....	2.5	2.0	8.4	7.7	4.8	6.7	6.7	7
Short story.....	0.0	0.0	0.0	0.0	0.0	2.0	0.0	2
Stock-judging....	0.2	0.7	1.0	4.1	5.3	5.9	3.8	15
Vocational demon- stration.....	0.5	0.8	6.0	8.7	10.1	6.4	6.8	9
All others.....	0.0	0.0	2.2	6.5	3.8	4.8	3.2	4
Student Council...	3.2	3.4	4.8	5.0	6.0	7.2	5.0	22
Student Court.....	0.5	1.0	1.5	0.0	1.0	2.0	1.0	2
School banking....	....	....	....	....	....	....	30.5	2
Social events								
Class parties....	40.7	41.0	61.7	64.8	65.3	70.4	59.4	18
All-school par- ties.....	5.5	11.8	55.4	54.8	72.3	74.5	62.4	17
Junior-Senior party	0.0	0.0	1.3	6.9	73.4	79.2	36.5	19
Senior-Alumni party	0.0	0.0	7.0	20.5	50.0	100.0	39.7	3
Social dancing...	6.3	12.7	38.7	39.3	51.1	59.7	39.0	9
All others.....	0.0	0.0	5.5	11.5	15.5	25.5	27.0	3

TABLE 23

MEAN PERCENTAGE OF STUDENTS IN THIRTEEN LARGE SCHOOLS WHO
PARTICIPATED IN DIFFERENT EXTRACURRICULUM ACTIVITIES

Activity	Per Cent of Students Participating in Specified Activities							Number of Schools Represented
	7	8	9	10	11	12	All	
Athletics								
Interscholastic								
Boys								
Baseball.....	....	....	0.7	1.9	4.0	5.5	3.3	10
Basketball.....	....	....	2.3	3.6	4.2	4.2	3.8	12
Football.....	....	....	1.0	3.4	5.8	4.5	4.2	13
Night football.....	....	....	0.0	1.0	2.0	3.5	2.3	3
Track.....	....	....	0.0	2.2	4.2	5.6	3.5	11
All others.....	....	....	0.0	2.2	4.6	5.8	3.4	11
Girls								
Basketball.....	....	....	....	18.5	1.0	2.0	6.5	2
Track.....	....	....	....	....	....	....	....	0
All others.....	....	....	0.0	4.0	3.0	5.0	4.0	4
Intramural								
Boys								
Baseball (hard).....	....	....	4.0	8.2	9.2	8.2	8.5	4
Baseball (soft).....	....	....	26.0	39.0	31.4	24.4	28.3	7
Basketball.....	19.0	21.0	26.7	23.9	23.4	19.2	20.0	13
Football.....	....	....	6.0	15.2	9.5	4.2	9.5	4
Track.....	....	....	1.0	11.3	15.0	14.7	12.8	4
Volleyball.....	....	....	17.7	23.9	29.6	18.4	22.6	8
All others.....	....	....	7.0	25.9	25.4	8.0	16.6	9
Girls								
Baseball.....	31.0	50.0	16.0	27.8	31.2	6.3	21.2	8
Track.....	....	....	20.0	33.0	29.0	5.0	13.5	2
Volleyball.....	47.0	65.0	19.5	33.4	26.0	12.3	24.4	9
All others.....	38.0	31.0	19.5	40.9	43.5	22.8	34.2	10
Class organiza- tions.....	....	....	....	100.0	100.0	100.0	51.0	2
Clubs								
Departmental.....	....	....	3.0	10.8	22.3	28.3	18.0	6
Honor.....	....	....	1.3	2.2	3.0	9.7	3.8	6
Outside agency.....	....	....	0.5	3.4	7.6	12.8	6.8	5
Special interest.....	....	....	2.0	16.8	25.4	34.0	23.8	6
General school.....	....	....	3.0	3.8	12.0	15.8	11.3	6
All others.....	....	....	....	3.5	13.0	18.0	11.0	2
Homerooms.....	....	....	78.0	72.3	80.7	91.0	84.5	4
Music								
Instrumental.....	....	....	....	3.0	7.0	6.0	6.5	2
Vocal.....	....	....	....	5.0	11.3	13.7	10.5	4
Nonathletic inter- scholastic con- tests								
Commercial								
Typewriting.....	....	....	....	0.0	4.0	2.0	2.0	1
Shorthand.....	....	....	0.0	0.0	8.0	7.0	4.5	4
All others.....	....	....	....	0.0	4.0	3.0	2.0	1

[illegible]

schools; the smallest percentages are found in the larger schools. In football, for example, an average of 28.3 per cent of the boys enrolled in the small schools participated in the sport while only 13.5 per cent of the boys in medium schools and 4.2 per cent in large schools are participants. In other words, a student in a small school is more likely to be a participant in some extra-curriculum activity than in a large one. Participation in interscholastic athletics is proportionately much greater on the part of Juniors and Seniors; conversely, Freshmen and Sophomores take part more in intramural athletics. Differences among grade levels in percentages of students participating in athletics are smaller in the larger schools. Participation in clubs reaches a maximum with Juniors in the small and medium schools and with Seniors in the larger schools. Nonathletic interscholastic contests receive about the same percentage of participation from tenth-, eleventh-, and twelfth-grade students, except in the case of commercial contests where the participants are mainly Juniors and Seniors. Publications are carried on mainly by upper-classmen. Participation in social events is relatively equal among the grades for which these events are planned.

Distribution of leadership opportunities.--Officeholding in school organizations constitutes one of the major opportunities for leadership of students in a school. An inquiry was made of the extent to which different students in the five selected high schools had had an opportunity to hold office during the twelve-months period from March 1, 1939 to February 29, 1940. Offices were divided into major and minor offices. Major offices were defined as positions such as president of a class or other organization, editor of a publication, captain of an athletic team, and the like. Minor offices were defined as all other positions. Only elective offices were included in the study. The number of offices held by students in different grade levels and sex is shown in Table 24. Similar data, pertaining to officeholding by students in organizations outside the school, are shown in Table 25. Calculations comparing the percentages of students by grades holding major offices in school and outside-school organizations are shown in Table 26.

The vast majority of the students in these schools did not have the privilege of holding an elective office during the twelve-months period studied. Of the 1,739 boys, 1,488 (85 per

TABLE 24

TOTAL NUMBER OF MAJOR AND MINOR OFFICES IN SCHOOL HELD
BY 3,581 STUDENTS DURING THE TWELVE-MONTHS PERIOD
MARCH 1, 1939—FEBRUARY 29, 1940

Class, Sex, and Type of Office	Total Number of Offices												Total Students
	0	1	2	3	4	5	6	7	8	9	10	11	
Freshmen													
Boys (major)	302	19	2	2	.	.	.	.	.	.	.	.	325
Boys (minor)	296	19	5	3	1	1	.	.	.	.	.	.	325
Girls (major)	342	18	6	2	.	.	.	.	1	.	.	.	369
Girls (minor)	328	25	10	2	2	.	.	.	.	1	1	.	369
Total (major)	644	37	8	4	.	.	.	.	1	.	.	.	694
Total (minor)	624	44	15	5	3	1	.	.	.	1	1	.	694
Sophomores													
Boys (major)	443	48	8	3	.	.	1	.	.	.	.	.	503
Boys (minor)	445	37	11	9	1	.	.	.	.	.	.	.	503
Girls (major)	455	42	12	2	3	1	.	.	.	1	.	.	516
Girls (minor)	422	52	24	11	2	2	2	.	1	.	.	.	516
Total (major)	898	90	20	5	3	1	1	.	.	1	.	.	1019
Total (minor)	867	89	35	20	3	2	2	.	1	.	.	.	1019
Juniors													
Boys (major)	401	53	22	..	1	1	.	.	.	.	.	.	478
Boys (minor)	390	66	10	6	2	.	2	.	.	.	1	1	478
Girls (major)	423	48	22	5	.	.	1	.	.	.	.	.	499
Girls (minor)	382	81	27	5	2	2	.	.	.	.	.	.	499
Total (major)	824	101	44	5	1	1	1	.	.	.	.	.	977
Total (minor)	772	147	37	11	4	2	2	.	.	.	1	1	977
Seniors													
Boys (major)	342	57	24	6	3	1	.	.	.	.	.	.	433
Boys (minor)	329	70	20	10	2	1	.	.	.	.	.	1	433
Girls (major)	363	55	26	12	1	.	.	.	.	.	1	.	458
Girls (minor)	320	78	34	18	3	4	1	.	.	.	.	.	458
Total (major)	705	112	50	18	4	1	.	.	.	.	1	.	891
Total (minor)	649	148	54	28	5	5	1	.	.	.	.	1	891
Totals													
Boys (major)	1488	177	56	11	4	2	1	.	.	.	.	.	1739
Boys (minor)	1460	192	46	28	6	2	2	.	.	.	1	2	1739
Girls (major)	1583	163	66	21	4	1	1	.	1	1	1	.	1842
Girls (minor)	1452	236	95	36	9	8	3	.	1	1	1	.	1842
Total (major)	3071	340	122	32	8	3	2	.	1	1	1	.	3581
Total (minor)	2912	428	141	64	15	10	5	.	1	1	2	2	3581

TABLE 25

TOTAL NUMBER OF MAJOR AND MINOR OFFICES OUTSIDE SCHOOL HELD
BY 3,581 STUDENTS DURING THE TWELVE-MONTHS PERIOD
MARCH 1, 1939—FEBRUARY 29, 1940

Class, Sex, and Type of Office	Total Number of Offices											Total Students	
	0	1	2	3	4	5	6	7	8	9	10		11
Freshmen													
Boys (major)	287	28	6	.	1	3	.	.	.	.	.	.	325
Boys (minor)	292	16	8	5	1	1	1	.	.	.	1	.	325
Girls (major)	307	40	14	6	2	.	.	.	.	.	.	.	369
Girls (minor)	314	35	13	5	2	.	.	.	.	.	.	.	369
Total (major)	594	68	20	6	3	3	.	.	.	.	.	.	694
Total (minor)	506	51	21	10	3	1	1	.	.	.	1	.	694
Sophomores													
Boys (major)	400	64	25	9	4	1	.	.	.	.	.	.	503
Boys (minor)	434	44	14	7	2	1	1	.	.	.	.	.	503
Girls (major)	413	72	23	7	1	.	.	.	.	.	.	.	516
Girls (minor)	418	63	19	10	3	2	.	.	.	1	.	.	516
Total (major)	813	136	48	16	5	1	.	.	.	.	.	.	1019
Total (minor)	852	107	33	17	5	3	1	.	.	1	.	.	1019
Juniors													
Boys (major)	367	74	23	10	1	2	.	1	.	.	.	.	478
Boys (minor)	394	54	22	3	4	1	.	.	.	.	.	.	478
Girls (major)	392	81	17	7	1	1	.	.	.	.	.	.	499
Girls (minor)	357	98	30	9	2	1	2	.	.	.	.	.	499
Total (major)	759	155	40	17	2	3	.	1	.	.	.	.	977
Total (minor)	751	152	52	12	6	2	2	.	.	.	.	.	977
Seniors													
Boys (major)	309	73	36	11	2	.	.	1	.	.	1	.	433
Boys (minor)	340	64	15	7	1	2	.	1	1	1	1	.	433
Girls (major)	337	73	34	6	2	2	2	1	.	.	1	.	458
Girls (minor)	322	79	40	10	2	1	2	1	.	.	1	.	458
Total (major)	646	146	70	17	4	2	2	2	.	.	2	.	891
Total (minor)	662	143	55	17	3	3	2	2	1	1	2	.	891
Totals													
Boys (major)	1363	239	90	30	8	6	.	2	.	.	1	.	1739
Boys (minor)	1460	178	59	22	8	5	2	1	1	1	2	.	1739
Girls (major)	1449	266	88	26	6	3	2	1	.	.	1	.	1842
Girls (minor)	1411	275	102	34	9	4	4	1	.	1	1	.	1842
Total (major)	2812	505	178	56	14	9	2	3	.	.	2	.	3581
Total (minor)	2871	453	161	56	17	9	6	2	1	2	3	.	3581

TABLE 26

PERCENTAGE OF 3,581 STUDENTS BY GRADES WHO HELD MAJOR
OFFICES IN SCHOOL AND OUTSIDE-SCHOOL ORGANIZA-
TIONS DURING THE TWELVE-MONTHS PERIOD
MARCH 1, 1939--FEBRUARY 29, 1940

Grades	Per Cent of Students	
	School Organizations	Outside Organizations
9	7.2	14.4
10	11.8	20.2
11	15.6	21.3
12	21.0	25.4
All	14.2	21.4

cent) held no major office in a school organization; 1,583 (86 per cent) of the 1,842 girls were similarly denied the opportunity of holding a major office. The data for holding minor offices in school organizations are not greatly different. Slightly more students were successful in securing offices in organizations outside the school, although even here 1,363 (79 per cent) of the boys and 1,449 (78 per cent) of the girls held no major office. Of the students who were elected to office in school or outside-school organizations, the majority had held one or two offices, although there were a few cases where students had held as many as eleven offices during the year.

Offices in school organizations are held more by upper-classmen than by lower-classmen, especially Freshmen. Only 7.2 per cent of the Freshmen held major offices in school organizations. It is interesting to note that twice as many Freshmen had held offices in organizations outside the school. Almost three times as many Seniors as Freshmen had held offices in school organizations. The percentage of students holding office in organizations outside the school is more uniform among the different grades than is the case in school organizations.

Factors limiting participation.--Data reported in foregoing sections of this study have shown limited, or lack of, participation on the part of many students. In order to show reasons for limited participation, students were asked to indicate why they did not belong to activities they would like to join, reasons

for discontinuing membership in activities which they had joined, and, in the case of students who either belonged to no or only one activity, reasons for lack of participation.

On the questionnaire filled out by each student a list of all the activities provided by the school to which he belonged was presented with the request that he indicate activities to which he would like to belong but did not for some reason or other. The student was then asked to indicate the reasons why he did not belong to each activity he listed in this manner. The total number of times different reasons were listed is shown in Table 27.

TABLE 27

REASONS GIVEN BY 1,628 STUDENTS FOR NOT BELONGING
TO ACTIVITIES THEY WOULD LIKE TO JOIN

Reasons for Not Belonging	Number of Times Given		
	Boys	Girls	Total
Lack necessary ability or skill.....	975	653	1628
Lack time for it because of out-of-school activities.....	629	808	1437
Lack time for it because of out-of-school work.....	756	530	1286
Would interfere with regular school work.....	373	571	944
Membership is by election.....	270	447	717
School regulations.....	227	167	394
Do not have enough money.....	88	132	220
Do not like the way it is being run.....	102	65	167
Do not like some of the members.....	43	88	131
Do not like the sponsor or coach.....	67	60	127
Costs more than it is worth.....	37	38	75
Advised not to join by principal.....	47	23	70
Advised not to join by sponsor.....	49	16	65
Opportunities for leadership not present.....	16	26	42
Advised not to join by a faculty member..	16	14	30
Other reasons.....	322	461	793

These data indicate the factors which inhibit students from participating in extracurriculum activities. First on the list in terms of frequency is the lack of necessary ability or skill. This reason was given most frequently by boys, usually in connection with some athletic activity. The reason most frequently given by girls, and second highest by all students, was the lack of time occasioned by the demands of out-of-school activities. The third reason in order of frequency (second highest of the

boys) was lack of time, occasioned by out-of-school work. Fourth (listed third by the girls) came the reason that participation would interfere with regular school work. The next reason for not participating was that membership in the particular activity desired was obtained only through election. School regulations which make it impossible for students to join certain activities came next in the list. Other reasons given less frequently were lack of money, not liking the sponsor, not liking some of the members, or not liking the way the activity was being run; and, given a relatively few times, costs more than it was worth, advised not to join by the sponsor, coach, or some faculty member, and opportunities for leadership were not present. Numerous reasons other than those named were listed by a few students. These reasons are listed here not because they occurred frequently but rather because of their interest and bearing on the problem of limited participation. The following were reasons most frequently given in the "other-reasons" classification: never took advantage of opportunities, felt incapable, didn't know how to join, planning to join later, physical disability, too lazy, do not have enough "drag" to get in, parents would not give permission, shyness, membership closed because of size of club, would get home too late in the afternoon, and poor grades. There were numerous interesting comments and specific illustrations of all the foregoing reasons given by students in the questionnaires.

A second factor limiting participation is the discontinuing of membership in activities which students have joined. Students were asked to indicate activities in which they had discontinued membership during the preceding twelve months and to list the reasons for their act. These reasons, similar in many instances to those given for not joining activities, provide further information pertinent to factors which limit participation in extracurriculum activities. The reason, shown in Table 28, most frequently given by students for discontinuing membership was that they lost interest. The second reason in terms of frequency (first on the part of the boys) was that they lacked the necessary ability or skill to continue; this reason was usually given in relation to some athletic activity. The third reason was that they lacked the time for it because of out-of-school work. Fourth was the lack of time due to the press of out-of-school activities, a reason mentioned second most frequently by the girls. That

TABLE 28

REASONS GIVEN BY 587 STUDENTS FOR DISCONTINUING MEMBERSHIP IN ACTIVITIES

Reasons for Discontinuing	Number of Times Given		
	Boys	Girls	Total
Lost interest.....	241	346	587
Lacked necessary ability or skill.....	269	50	319
Lacked time for it because of out-of-school work.....	138	152	290
Lacked time for it because of out-of-school activities.....	89	194	283
Interfered with regular school work.....	113	126	239
School regulations.....	73	78	151
Did not like the way it was being run...	71	78	149
Did not like the sponsor or coach.....	55	21	76
Advised to withdraw by sponsor or coach.	36	18	54
Cost too much money in proportion to its value.....	21	33	54
Did not like some of the members.....	13	29	42
Did not have enough money.....	16	24	40
Advised to withdraw by principal.....	13	19	32
Advised to withdraw by some faculty member.....	19	6	25
Opportunities for leadership were not present.....	8	13	21
Other reasons.....	177	148	325

continued participation would interfere with regular school work was the reason mentioned next most frequently. School regulations and failure to like the way the activity was being run were reasons for discontinuing mentioned next in order. Other reasons mentioned relatively infrequently were not liking the sponsor or coach, being advised to withdraw by the sponsor, coach, principal, or some faculty member, the activity costing too much in relation to its value, not liking some of the members, not having enough money, and opportunities for leadership not being present. Many interesting reasons were given under the category of "other reasons." These other reasons, none of which was mentioned frequently, were: finished taking the subject, grades went down, became too old, ill health, was not efficient (hall guard), meetings held too infrequently, and the membership became too large.

Those students who were either nonparticipants or who had only participated in one activity during the preceding twelve months were asked to indicate reasons for their lack of participa-

tion. The answers to this question, provided by 2,111 students, are shown in Table 29. The reason checked most frequently by

TABLE 29

REASONS FOR LACK OF PARTICIPATION IN ACTIVITIES GIVEN BY
2,111 STUDENTS WHO WERE EITHER NONPARTICIPANTS OR
IN ONLY ONE ACTIVITY DURING THE TWELVE-MONTHS
PERIOD, MARCH 1, 1939—FEBRUARY 29, 1940

Reasons for Lack of Participation	Number of Times Given		
	Boys	Girls	Total
Home duties or other work after school either prevent taking part or take all of spare time.....	520	480	1000
None or relatively few of the present high-school organizations are of interest.....	324	316	640
Have to devote most of spare time to regular school subjects.....	218	416	634
Belong to organizations outside of school that take most of spare time...	209	289	498
Expense connected with school organizations is too great.....	52	92	144
Other reasons (written in).....	118	189	307
Number of Students Answering.....	998	1113	2111
Number of Students in Study.....	1715	1810	3525

these students was that home duties or other work after school either prevented their taking part or took all their spare time; this reason was checked by 1,000 of the 2,111 students. Next in order of frequency was checked the reason that none or relatively few of the present high-school organizations were of interest. Almost the same number of students indicated they did not participate because they had to devote most of their spare time to their regular school subjects; this reason was checked more frequently by girls than boys, probably indicating that the girls were more concerned over their regular work than the boys. Nearly one-fourth of the students (498) indicated that membership in organizations outside the school took most of their spare time. That the expense connected with school organizations was so great as to be a factor limiting participation was indicated by only

144 of the 2,111 students answering this part of the questionnaire. Other reasons written infrequently on the questionnaires by the students were as follows: lack of ability, teachers are prejudiced, distance from school to home is too great, afraid to join, parents would not give permission, poor at making friends, too much time spent on personal hobbies, and physical disability.

Preferences for extracurriculum and regular-curriculum activities.--Students and alumni in the five selected schools were asked in the questionnaires to indicate whether they preferred extracurriculum or regular-curriculum activities. Opportunity was also provided for indicating no special preference for either. Parents in these schools were also asked to indicate similar opinions relative to preferences of their children. The preferences of these three groups as shown in the replies is indicated in Table 30.

TABLE 30

OPINIONS OF 3,525 STUDENTS AND 435 ALUMNI RELATIVE TO PERSONAL PREFERENCES BETWEEN REGULAR CURRICULUM AND EXTRACURRICULUM ACTIVITIES, AND OPINIONS OF 994 PARENTS RELATIVE TO PREFERENCES OF THEIR CHILDREN

Stated Preference	Students			Alumni	Parents
	Boys	Girls	Total		
Regular curriculum....	261	302	563	99	295
Extracurriculum.....	770	830	1600	218	353
No special preference.	482	531	1013	112	307
No reply.....	202	147	349	6	39
Number Answering.....	1715	1810	3525	435	994

Sixteen hundred students (45.7 per cent) say they prefer extracurriculum activities over the regular-curriculum subjects. The regular curriculum, on the other hand, is preferred by 563 (16 per cent) of the students. That they had no special preference was indicated by 1,013 (28.8 per cent) of the students and 349 (9.5 per cent) did not reply, probably because they also had no preference. These data were tabulated by school, sex, and grade level, but no significant variations were revealed. Ninth-grade students were more uncertain as to their preference, 38.4

per cent indicating no preference and 4.3 per cent not replying, but the ratio between preference for extracurriculum and regular curriculum, 14.3 per cent and 43 per cent, respectively, was practically the same as that of upper-classmen. The questionnaires were sorted on the basis of whether or not students had held offices in school organizations during the preceding twelve months and the replies tabulated to show preferences for regular-curriculum and extracurriculum activities. More of those students who had held elective offices reported preferences for extracurriculum activities (55.3 per cent indicated this preference) while about the same proportion (15.3 per cent) as that of the non-officeholders said they preferred the regular-curriculum activities. Interestingly, proportionately fewer of the leaders indicated they had no special preference (25.6 per cent) or did not reply (3.8 per cent) to the question.

Approximately one-half (218) of the alumni indicated a preference for extracurriculum activities in terms of what they had enjoyed most while in school. Only 99 (fewer than one-fourth) said they had enjoyed regular-curriculum activities more; this is, however, proportionately more than the preference for regular-curriculum activities indicated by students. Fewer alumni than students were undecided and did not answer the question.

The parents were about evenly divided in their opinions as to which their children enjoyed the more, regular-curriculum or extracurriculum activities. Two hundred and ninety-five parents thought the students enjoyed regular-curriculum activities more, 353, extracurriculum activities, and 307 expressed no special preference; only 39 parents did not answer the question.

These foregoing data indicate that in the opinion of students, alumni, and parents extracurriculum activities are more preferable from the standpoint of enjoyment of participation. Student leaders are most emphatic in that opinion, followed in order by other students, alumni, and parents.

Opinions concerning the amount of time and energy given to extracurriculum activities.--Students, alumni, and parents were asked to indicate whether, in their opinion, the amount of time and energy given by them or their children to extracurriculum activities was too much, about right, or too little. Opportunity was also provided to indicate no definite opinion on the subject. The responses of these three groups are shown in Table 31.

TABLE 31

OPINIONS OF 3,535 STUDENTS AND 435 ALUMNI RELATIVE TO AMOUNT OF PERSONAL TIME AND ENERGY GIVEN TO EXTRACURRICULUM ACTIVITIES, AND OPINIONS OF 994 PARENTS RELATIVE TO TIME AND ENERGY GIVEN BY THEIR CHILDREN

Amount of Time and Energy	Students			Alumni	Parents
	Boys	Girls	Total		
Too much.....	55	48	103	23	37
About the right amount	549	642	1191	257	608
Too little.....	567	644	1211	126	142
No definite opinion...	376	358	734	25	189
No reply.....	168	118	286	4	18
Number Answering.....	1715	1810	3525	435	994

Relatively few, 103 out of 3,525, students believed they had spent too much time and energy on extracurriculum activities. On the other hand, 1,211 felt they spent too little time on these activities. The belief that they spent about the right amount of time and energy was held by 1,191 students. Seven hundred and thirty-four students had no definite opinion on the question and 286 did not reply, probably also indicating no definite opinion. Although the data were tabulated by schools, sex, and grade level in high school, no significant differences were revealed except in the case of ninth-grade students. These students, whose participation in extracurriculum activities was shown to be relatively light (see Table 20), indicated proportionately somewhat greater belief that too little time and energy were given to extracurriculum activities; 33 per cent said too little time and energy were given while only 24 per cent said that the time and energy given were about right in amount. The questionnaires were sorted on the basis of whether or not the students had held an elective office during the preceding twelve months and the data tabulated on that basis. As might be expected, fewer of the student leaders believed they devoted too little time and energy to extracurriculum activities than the nonleaders; 26.3 per cent of the leaders answered in that manner. Almost one-half of the leaders believed the time spent was about right. The percentage of students who believed they spent too much time and energy on extracurriculum

activities was 8.1, somewhat higher than that for the non-office-holding group.

The proportion of alumni who believed they spent about the right amount of time and energy on extracurriculum activities was higher than for students; 257 out of 435 alumni replied in that manner. One hundred and twenty-six alumni believed they spent too little time and energy, twenty-three said too much, and twenty-five had no definite opinion. Four alumni did not answer the question.

Six hundred and eight parents believed their children devoted about the right amount of time and energy to extracurriculum activities; proportionately more parents held this view than children. One hundred and forty-two parents believed too little time and energy were given, only thirty-seven answered too much, and 189 had no definite opinion. Eighteen parents did not answer the question.

Evaluation

1. Participation of a larger number of students would seem desirable; this is particularly true in the case of boys and students in the lower classes in high school. This increased participation might be encouraged through improved techniques for informing students about activities, stimulating their interest in them, and by providing different types of activities. The issuing of a special extracurriculum bulletin should be considered by the schools in which such a publication is not issued. Planned publicity in school or community newspapers is not followed in a majority of the schools. That most of the schools encourage participation through assembly programs is commendable. The practice of encouraging students to visit several activities in order to help them find one of interest is not followed in many schools. In the majority of schools students are left to their own initiative to seek information about activities from sponsors. The need for more aggressive interest on the part of sponsors and guidance officers is indicated.

2. In view of the fact that student-, alumni-, and parent-groups mainly believe the time and energy given to extracurriculum activities to be either about right or too little, factors which tend to limit participation should be reduced whenever possible. If students are kept from participation because they lack the

necessary ability or skill, the necessity of providing additional activities requiring less ability or skill is indicated. If students are unable to participate because of out-of-school activities or work, the extracurriculum activities should be scheduled as a part of the regular school day. If a large percentage of students refrain from participation in activities because this would interfere with regular school work, the need for re-examination of the total program of the school, regular classes and extracurriculum activities, in the light of proposed objectives is indicated. If participation is limited because of lack of interest, ineffective sponsorship, presence of cliques, or similar factors, re-evaluation of the activities in terms of programs, sponsorship, organization, and control may be necessary. Since the data indicate all of the foregoing problems to be present, at least to a minor extent, a careful evaluation of the extracurriculum program in terms of stated objectives is desirable in most schools.

3. The development of carefully planned programs for assisting students in the selection of leaders and for the training of leaders selected is necessary in most of the schools. The definition of desirable qualifications for leaders by means of a bulletin, handbook, special assembly, or similar device, is followed in a small minority of the schools only. In nearly one-half of the schools there exists no definite all-school program for the training of leaders. Programs of training for activity leaders need to be instituted in most of the schools.

4. The need for considerable expansion in evaluation of student participation and the keeping of records of participation is indicated by the data. Simple records of attendance do not provide adequate assistance to guidance officers in answering queries from colleges and prospective employers for information relative to the participation of students. There needs to be not only a record of membership and attendance, but also some indication of the quality of participation provided by the sponsor and the president or a committee of the organization. Some students are merely "joiners"; participation must be qualitative as well as quantitative. The data do not indicate that adequate records of participation in extracurriculum activities are available in most of the schools of the North Central Association.

CHAPTER VIII

FACULTY SPONSORS OF ACTIVITIES

An oft-repeated saying, "as the teacher, so the school," doubtless has implications in the evaluation of management of the program of extracurriculum activities. The effectiveness of the faculty sponsorship of any given activity will determine to no small degree the worth of the activity to the participants and the community. Some principles governing selection, qualifications, and working relationships of sponsors are indicated in this section of the report along with the status of practice in the North Central Association schools studied and an evaluation of the practice.

Principles of Management

Two of the principles of management discussed in chapter iii pertain to the sponsorship of activities:

18. Recognition by teachers, boards of education, and school executive officers that extracurriculum activities are a legitimate and integral part of the educational program should imply the acceptance of the values in activities by all teachers, the careful selection of well-qualified sponsors, the development of a well-planned in-service training program to help teachers become more effective as sponsors, the consideration of sponsorship in adjusting teacher loads, and the freeing of sponsors from unusual community pressures.

19. The sponsor should bear an advisory rather than a dictatorial relation to the membership of the activity which is being supervised.

Status of Practice

The leadership provided by the faculty sponsor is an important aspect of the success of an extracurriculum activity. Data were assembled to indicate techniques used in selecting activity sponsors, qualifications considered desirable for spon-

sors, teaching loads of sponsors, time spent by sponsors in supervising extracurriculum activities, relationships between sponsors and activity members and programs, and community pressures upon activity sponsors..

Selection of activity sponsors.--Activity sponsors are selected in a variety of ways. Sponsors of nonathletic activities are usually selected by the principal; sponsors of athletic activities are more likely to be selected by the superintendent of schools or the board of education. Three hundred and twenty-four of the respondents to the questionnaire indicate that sponsors of nonathletic activities are appointed by the same officer as was designated administrative head of the activity program (see Table 32); 388 indicate the sponsors are appointed by the principal; 158, by the superintendent; 29, by a faculty-student committee; 27, by the student members of activities; 18, by a faculty committee; and 18, by the director of extracurriculum activities. In 155 schools, sponsors of athletic activities are appointed by the same officer as was designated administrative head of the extracurriculum program; however, in 366 schools of the 901 these athletic sponsors are appointed by the superintendent of schools. Sponsors of athletic activities are appointed by the principal in 295 schools, by the board of education in 38 schools, and by a faculty-student committee in 7 schools. In no case did an individual designated director of extracurriculum activities have authority to appoint a sponsor of an athletic activity. These data are summarized in Table 33.

TABLE 32

RESPONSIBILITY FOR APPOINTMENT OF SPONSORS OF
NONATHLETIC ACTIVITIES IN 901 SCHOOLS

Officer	Number of Schools Reporting			
	Small	Medium	Large	Total
Principal.....	63	257	68	388
Designated head of extracurriculum program.....	107	176	41	324
Superintendent of schools.....	74	82	2	158
Faculty-student committee.....	9	14	6	29
Assistant principal.....	1	10	7	18
Faculty committee.....	5	11	2	18
Director of extracurriculum activities.....	...	3	4	7
Dean of girls.....	...	...	6	6
Dean of boys.....	...	...	3	3
Others.....	11	16	6	33
Number of Schools.....	257	519	125	901

TABLE 33

RESPONSIBILITY FOR APPOINTMENT OF SPONSORS OF
ATHLETIC ACTIVITIES IN 901 SCHOOLS

Officer	Number of Schools Reporting.			
	Small	Medium	Large	Total
Superintendent of schools.....	87	250	29	366
Principal.....	48	175	72	295
Designated head of extracurricu- lum program.....	99	127	29	255
Faculty-student committee.....	2	4	1	7
Assistant principal.....	1	3	1	5
Faculty committee.....	2	2	...	4
Director of extracurriculum ac- tivities.....	...	1	...	1
Dean of boys.....	...	...	...	...
Dean of girls.....	...	...	...	...
Others.....	10	27	7	44
Number of Schools.....	257	519	125	901

Qualifications of sponsors.--Those filling in the questionnaires from the 901 schools were asked to indicate the qualifications actually considered as being desirable in the selection of activity sponsors. These data, shown in Table 34, indicate special interest in the activity being sponsored as the qualification most often considered desirable. This qualification was checked by 671 (about three-fourths) of those answering the questionnaire. Previous experience in sponsoring the particular activity for which the sponsor was being selected is regarded as desirable by 415 respondents. Almost the same number include as a qualification special ability to perform required duties in connection with sponsoring the activity. Specific training in sponsoring the activity was checked as desirable 371 times; previous experience in sponsoring extracurriculum activities, 349 times; and teaching a subject related to the activity, 313 times. Fewer than one-fourth of those answering the questionnaire consider as desirable such qualifications as specific training in sponsoring extracurriculum activities, ability to interest faculty and students in a given project, and popularity as judged by the fact that many pupils have requested the appointment of the individual. Those who wrote in other qualifications mentioned mainly character and ability to get along well with students.

TABLE 34

QUALIFICATIONS CONSIDERED DESIRABLE IN THE
SELECTION OF SPONSORS IN 901 SCHOOLS

Types of Qualifications	Number of Schools Reporting			
	Small	Medium	Large	Total
Special interest in the activity being sponsored.....	174	396	101	671
Previous experience in sponsoring the particular activity for which the sponsor is being selected....	128	249	38	415
Special ability to perform required duties in connection with sponsoring the activity.....	107	239	60	406
Specific training in sponsoring the particular activity for which the sponsor is being selected.....	120	214	37	371
Previous experience in sponsoring extracurriculum activities.....	91	214	44	349
Individual is engaged in teaching a subject related to the activity..	91	166	56	313
Specific training in sponsoring extracurriculum activities.....	70	147	33	250
Ability to interest faculty and pupils in a given project.....	55	132	45	232
Many pupils have requested that a particular individual be selected	26	112	59	197
Others.....	5	13	4	22
Number of Schools.....	257	519	125	901

The 128 sponsors in the five selected schools indicated the qualifications which they possessed as sponsors. Eighty-five listed the fact that they are instructors in a subject field closely related to the activity as a qualification. Almost as frequently mentioned (83 times) is the fact that experience was possessed in sponsoring the particular activity, the average experience of the group being 8.2 years. Special ability, skill, or interest in performing the activity is listed by sixty-eight (slightly more than one-half) of the sponsors. Experience in handling activities in general is listed by sixty-one sponsors who indicated an average of 11.5 years' experience of this type. Fifty-eight of the sponsors (less than one-half) had had experi-

ence in the activities of the organization through participation in a similar activity in college. Training in sponsoring extracurriculum activities was possessed by only thirty-five (slightly over one-fourth) teachers, those reporting training mainly being sponsors of athletic and speech activities. Training in sponsoring the particular activity in which they were engaged was possessed by the same number of sponsors.

Teaching loads of sponsors.--The problem of securing accurate and defensible measures of the teaching loads of all sponsors of extracurriculum activities in the 901 schools included in this study was considered too complex for the present investigation. Such measurement would have involved the collection of data pertaining to number of classes taught, number of pupils enrolled in each class, type of school organization, number of different preparations, subject fields taught, duties other than regular classroom teaching, extracurriculum activities sponsorship, and the like. On the other hand, there seemed to be some desirability of securing at least a general indication of the adjustments which are being made in these 901 schools in the teaching programs of instructors who are sponsors of extracurriculum activities.

Administrative officers in the 901 schools were asked to indicate policies of the schools with respect to the teaching-or administrative-loads of sponsors. The practices revealed in the answers to the questionnaire are shown in Table 35. In 429 of the 901 schools the curriculum load of teachers is not changed, in general, because of extracurriculum activities. This probably means that in almost one-half of the schools teachers teach about the same number of classes, pupils, and subjects regardless of the different responsibilities accepted in connection with extracurriculum activities. There are significant differences among schools of different size. In only ninety-eight (38 per cent) of the small schools, administrators indicated that curriculum loads are not changed, while in large schools this practice was reported in eighty-five cases (68 per cent); 246 respondents (47 per cent) from medium schools stated that this practice of not changing curriculum loads was followed. With respect to the assignment of extracurriculum duties to teachers, in 274 schools all teachers are required to assume responsibility for sponsoring some student activity, in 336 schools all teachers are strongly urged to sponsor some activity, and in 331 schools 90 per cent or more of the

teachers actually are sponsoring some activity. The practice of requiring all teachers to sponsor some activity is most prevalent among small schools. Thirty-eight per cent of the administrators in small schools, 30 per cent in medium, and only 14 per cent in large schools reported this requirement of compulsory sponsorship. With respect to the fact that 90 per cent or more of the teachers actually are sponsors, 38 per cent of the small, 37 per cent of the medium, and 27 per cent of the large schools reported this practice. Since no arbitrary limitations have been placed upon the extracurriculum loads of faculty sponsors in 235 schools, it might be assumed that in the great majority of schools such limitations are in force. Those who wrote in comments described such practices as equalizing loads through excusing sponsors from study hall or corridor duty, reducing class size, lightening other school duties, and the like. Most of the comments were to the point that lack of funds prevented desirable equalization of teaching loads including extracurriculum duties as part of the load.

TABLE 35

TEACHING- OR ADMINISTRATIVE-LOADS
OF SPONSORS IN 901 SCHOOLS

Practices Governing Teaching Aids	Number of Schools Reporting			
	Small	Medium	Large	Total
In general, the curriculum load of teachers is not changed because of extracurriculum duties.....	98	246	85	429
All teachers are strongly urged to assume responsibility for sponsoring some student activity.....	87	187	62	336
Ninety per cent or more of teachers in the school are sponsoring some extracurriculum activity.....	99	200	32	331
All teachers are required to assume responsibility for sponsoring some student activity.....	101	165	18	274
No arbitrary limitations are placed upon the extracurriculum loads of faculty sponsors.....	57	140	38	235
Others.....	6	32	14	52
Number of Schools.....	257	519	125	901

Data were also secured relative to the number of classes taught by different types of sponsors in the 901 schools. The respondents to the questionnaire were asked to indicate the number of classes taught by different sponsors in addition to sponsoring the activities with which they were associated. Space was also provided for indicating that the teaching load for any given sponsor had not been lightened. The findings, shown in Tables 36, 37, and 38, should be interpreted in terms of general trends rather than specific practice. There was some tendency on the part of those answering the questionnaire to omit these data. Certain of the sponsors listed are not found in specific schools. Doubtless some of the schools which did not reply to this question should be included among those in which the load in terms of number of classes taught has not been lightened. Certain tendencies, however, are revealed in the data.

TABLE 36

NUMBER OF CLASSES TAUGHT IN ADDITION TO SPONSORING
BY ACTIVITY SPONSORS IN 257 SMALL SCHOOLS

Sponsors	Number of Classes Taught in Addition to Sponsoring				Load Not Lightened	No Reply
	1 or 2	3	4	5		
Head football coach...	5	23	73	36	17	107
Assistant football coach.....	1	..	24	19	15	200
Basketball coach.....	5	26	86	39	21	86
Baseball coach.....	2	9	36	20	12	179
Director of intramural athletic program....	4	10	37	26	12	173
Debate coach.....	3	10	19	28	25	178
Coach of class play or major dramatics.....	3	4	41	70	51	93
Publications advisor..	3	4	33	54	39	128
Director of band.....	30	27	32	25	21	124
Director of orchestra..	18	13	20	11	18	177
Director of glee club..	27	23	34	36	28	114
Director of assemblies	3	7	9	26	26	188
Sponsor of one club...	1	5	15	45	49	148
Sponsor of two clubs..	1	2	5	17	21	213
Senior-class sponsor..	9	4	32	55	65	97
Junior-class sponsor..	5	8	31	62	69	89

In the small schools, as shown in Table 36, band, orchestra, and glee club directors most often have fewer classes to

teach in addition to sponsoring their respective activities. This may be due to the fact that these sponsors frequently spend several periods within the school day sponsoring these activities; in many schools these activities are a part of the regular curriculum even though they are frequently thought of as extracurriculum activities. Basketball coaches and coaches of class plays are also likely to teach fewer classes. Sponsors of clubs are least likely to have adjustments made in the number of classes taught in addition to sponsorship. The great majority of sponsors in small schools teach four, five, or more classes a day in addition to sponsoring extracurriculum activities.

The data for the medium-sized schools, shown in Table 37, are similar in most respects to those for the smaller schools.

TABLE 37

NUMBER OF CLASSES TAUGHT IN ADDITION TO SPONSORING
BY ACTIVITY SPONSORS IN 519 MEDIUM SCHOOLS

Sponsors	Number of Classes Taught in Addition to Sponsoring				Load Not Lightened	No Reply
	1 or 2	3	4	5		
Head football coach...	33	69	135	111	76	120
Assistant football coach.....	4	12	63	123	114	223
Basketball coach.....	24	57	131	117	83	129
Baseball coach.....	7	16	46	63	61	331
Director of intramural athletic program....	14	31	60	72	95	265
Debate coach.....	4	11	53	92	113	264
Coach of class play or major dramatics.....	7	23	79	151	158	137
Publications advisor..	7	18	86	121	144	170
Director of band.....	55	27	63	80	108	198
Director of orchestra.	43	24	49	68	97	249
Director of glee club.	29	27	72	88	118	200
Director of assemblies	7	7	26	48	106	334
Sponsor of one club...	5	5	23	95	195	218
Sponsor of two clubs..	2	4	17	48	112	342
Senior-class sponsor..	11	10	33	122	204	167
Junior-class sponsor..	7	8	35	120	214	160

The senior-class sponsor and the director of intramural athletics are given more consideration in terms of number of classes taught in addition to sponsorship in the medium-sized schools. Relatively

more teachers are listed as teaching three classes a day in addition to sponsoring activities.

Several minor differences appear in the findings for large schools shown in Table 38. In the first place, relatively few sponsors teach as few as one, two, or three classes per day in addition to sponsoring activities. This may be due to the fact that the individual teacher in a large school is likely to have responsibility for fewer activities than in a smaller school because there are more faculty members to sponsor the different activities;

TABLE 38

NUMBER OF CLASSES TAUGHT IN ADDITION TO SPONSORING
BY ACTIVITY SPONSORS IN 125 LARGE SCHOOLS

Sponsors	Number of Classes Taught in Addition to Sponsoring				Load Not Lightened	No Reply
	1 or 2	3	4	5		
Head football coach...	3	19	47	16	13	29
Assistant football coach.....	...	4	29	30	35	38
Basketball coach.....	3	13	39	23	20	29
Baseball coach.....	1	5	24	27	17	51
Director of intramural athletic program....	1	5	14	23	26	56
Debate coach.....	...	1	18	26	28	52
Coach of class play or major dramatics.....	...	6	34	29	27	29
Publications advisor..	1	12	52	25	15	23
Director of band.....	1	8	18	23	27	48
Director of orchestra.	2	7	12	27	27	48
Director of glee club.	...	1	11	30	30	53
Director of assemblies	2	4	12	18	25	64
Sponsor of one club...	...	...	5	24	56	40
Sponsor of two clubs..	...	...	2	15	31	77
Senior-class sponsor..	1	2	20	29	35	39
Junior-class sponsor..	...	...	9	26	40	50

thus the individual teacher may not be relieved as much from regular classroom duties. Secondly, publications are frequently carried forward on a more elaborate scale in larger schools and the sponsors of publication activities are more likely to teach a smaller number of classes in addition to sponsorship than in smaller schools. Dramatics coaches are twice as likely to teach fewer classes in large schools as in small schools. As was true

in all other schools, club sponsors are least likely to have any reductions made in number of classes assigned because of sponsorship of extracurriculum activities.

The sponsors in the five selected schools were asked to indicate the amount of time spent by them in sponsoring extracurriculum activities. In view of the fact that actual records were not kept by these sponsors, their answers having been based upon approximations by them, too much reliance should not be placed on their reports. The findings are included in this report to reveal some general indications of the amount of time spent by these sponsors in sponsoring activities. Forty-three club sponsors reported that they spent on an average 68 minutes (slightly more than one hour) per week outside of regular school time and an average of 29.5 minutes of school time in sponsoring these clubs. One debate coach listed a weekly average of 600 minutes per week in school and 1,680 minutes outside of school. Athletic coaches varied so widely in amount of time spent that average figures would not be a reliable index. When the sponsors were asked if they felt hindered by any factors in performing their duties as sponsors in an effective manner, the factor mentioned most frequently (by slightly more than one-third of the sponsors) was lack of time.

Relationships of sponsors to activities.--At several points in the questionnaires answered by the 128 sponsors in the five selected schools, practices showing relationships of sponsors to the activities with which they were connected were indicated. Only fifteen of the sponsors said they took no active part in the meetings of their organizations. In thirteen organizations, the sponsor acts as chairman of the meetings. Sixty-nine sponsors indicated they directed the discussions of their organizations. In fifty-seven, the sponsor serves the organization as critic. In athletic, speech, and music activities, of course, the sponsor serves as coach. The sponsors supervise the preparation of programs in forty-seven activities. In thirty-one, the sponsor checks over the membership list from time to time to see the extent to which individual members are participating in the activities of the organization. Sponsors of sixty-two organizations give incidental instruction to new members. In thirty-four organizations, the sponsor actively invites new members to participate or assists in the selection of new members. Nine sponsors provide

their supervisors with written reports of the activities of the organization from time to time; eighteen provide financial reports for their organizations. While there are doubtless other relationships between sponsors and organizations, the foregoing data indicate some of the practices followed and the proportion of these 128 sponsors reporting them.

Community pressures on sponsors.---Activity sponsors whose organizations engage in competitive activity with organizations from other schools have more open relationships with their communities than most teachers. Local pride may demand that the schools produce winning teams. Those answering the questionnaires in the 901 schools were asked to indicate the reactions in their respective communities toward continuing the employment of a sponsor of an interscholastic activity whose teams or contestants were unsuccessful in winning more than half the time. Reactions were to be indicated in terms of whether there would be widespread demand for replacement with a sponsor whose teams or contestants had been more successful, if there would be some adverse criticism of the sponsor but no widespread demand that he be replaced, or if there would be no community concern over the success or failure of the teams or contestants. The opinions of the respondents on these points are shown in Table 39.

Those sponsors subjected most often to community pressures for winning teams or contestants in all types of schools are football and basketball coaches and band, orchestra, and vocal music directors. In 117 (12 per cent) of the schools the football and basketball teams must win more than half their games if there is not to be widespread demand that the coaches be replaced. The pressures upon band directors in the smaller schools are about as great as on basketball and football coaches; these pressures decrease as the size of the school increases. The pressure for successful competitors in vocal music is also strongest in the smaller schools.

In the great majority of schools whose teams or contestants were unsuccessful more than half the time, there would be some adverse criticism of the sponsor but no widespread demand that he be replaced. The findings again indicate that criticism would be most pronounced in the case of football, basketball, track, band, orchestra, and vocal music. Nearly three-fourths of the schools indicate this criticism would be present in basketball.

Of least concern to the community would be the success of the contestants in art and Latin, only about 17 per cent of the respondents indicating criticism would be present in these fields.

TABLE 39

REACTIONS IN COMMUNITIES OF 257 SMALL, 519 MEDIUM, AND 125
LARGE SCHOOLS TOWARD CONTINUING EMPLOYMENT OF SPONSORS
WHOSE TEAMS OR CONTESTANTS WERE UNSUCCESSFUL
IN WINNING MORE THAN HALF THE TIME

Activity	Reactions toward Sponsor								
	Widespread Demand for Replacement			Adverse Criticism			No Community Concern		
	Small	Medium	Large	Small	Medium	Large	Small	Medium	Large
Football..	23	76	18	153	356	76	14	36	19
Basketball	23	66	12	201	388	75	23	34	32
Baseball..	4	10	3	94	138	44	38	95	45
Track.....	7	13	3	103	206	48	62	172	57
Debate....	3	12	2	48	128	34	74	186	55
Dramatics.	7	16	3	99	169	35	75	204	58
Public speaking	4	16	2	60	138	27	79	189	60
Publica- tions...	7	11	2	55	134	41	86	200	56
Band.....	22	47	5	138	294	58	43	89	37
Orchestra.	7	18	5	92	233	51	43	110	42
Vocal music...	16	23	...	118	248	46	50	126	43
Art.....	2	7	1	27	89	24	39	104	52
Commercial	4	14	2	66	145	28	67	157	41
Livestock judging.	2	7	...	70	94	12	58	125	15
Latin.....	4	10	1	35	97	21	50	162	40
Mathe- matics..	5	13	2	48	105	20	54	159	39

Least community concern is indicated in the large schools. In over one-third of the schools in all activities except football there would be little concern on the part of the communities over the records of teams or contestants.

Evaluation

1. Because administrative responsibility is usually associated with power of appointment, the school principal should have equal status in the selection of athletic and nonathletic sponsors. The tendency to have athletic sponsors selected by a different

individual from the one charged with the selection of nonathletic sponsors should be discontinued. Having all sponsors appointed in the same manner will tend to bring co-ordination and balance to the activity program as well as clarification of supervisory relationships.

2. The importance of an adequate in-service training program for sponsors is indicated by the fact that previous training and experience are not considered essential qualifications of sponsors by a majority of administrative officers. The qualification most often indicated as desirable is interest in the activity; possession of interest, however, does not necessarily imply competence to perform the duties of a sponsor in an effective manner. Most sponsors would probably benefit materially from the utilization of a variety of supervisory techniques designed to upgrade their effectiveness as sponsors.

3. Because most teachers are expected to sponsor extracurriculum activities even though in one-half of the schools the extracurriculum sponsoring load is not considered a part of the teaching load in terms of number of classes assigned, a need is indicated for revision in practice so that the activities of the teacher in the extracurriculum program are recognized. Some teachers are more skilful in sponsoring activities than others; these teachers are likely to have relatively heavier extracurriculum loads than other teachers. If those in charge of the school program decide to give certain teachers heavier extracurriculum loads, the regular-curriculum loads of these teachers should be lightened accordingly.

4. The data suggest that most sponsors have an acceptable concept of their duties in relation to the activities they sponsor; however, there are some cases where sponsors take too little or too active a share in the activities of the organization. Need exists in some schools for those in charge of the extracurriculum program to help sponsors achieve the concept of relationship to activities described in the principle of management in the first section of this chapter.

5. The fact that community pressures upon sponsors do exist in many schools indicates the need for continuous vigilance on the part of administrative officers to develop a point of view in the community that undesirable pressures may be minimized. Education of the community to an acceptance of the true potential

values in extracurriculum activities is needed in a large proportion of the schools.

CHAPTER IX

VALUES DERIVED FROM PARTICIPATION IN ACTIVITIES

Foregoing chapters in this report have implied different values which participants in extracurriculum activities may be expected to receive. This chapter is specifically concerned with these values. Under status of practice, values reported by students, alumni, faculty, and parents in selected schools are indicated; in the evaluation at the close of the chapter, conclusions are presented pertaining to the management of activities in these schools in relation to the values reported as having been received.

Principles of Management

Only one of the principles of management discussed in chapter iii pertains to this chapter:

20. The program of extracurriculum activities should be managed so that values claimed to result from participation actually accrue to the participants.

The potential values referred to in the principle have been listed in the discussion in chapter iii.

Status of Practice

In order to show in practice the values which may accrue from participation in extracurriculum activities, students, alumni, faculty, and parent groups in each of the five selected schools were asked to indicate the values which in their opinion were gained as a result of participation. The findings were first tabulated in terms of frequency of mention. These same data were then tabulated to show the differences in opinions relative to the benefits gained from participation in extracurriculum activities held by students with officeholding experience in school organizations. The data from one faculty group were separated and tabulated in terms of whether the individuals were or were not sponsors of extracurriculum activities. Finally, data were secured to show which activities students considered most worth while and

the findings reported.

The fact is recognized and should be kept in mind that a participant may not have actually received a certain value from participation in extracurriculum activities simply because he says he has received the value. From the standpoint of objectivity, it would probably be better to study a few individuals before and after participation, holding as many other factors constant as possible, and measure changes which have taken place. Many of these changes are, of course, subtle and gradual, and, therefore, difficult to measure. With the time and money available for the present study, the decision was made to rely rather upon a relatively large number of opinions of values rather than upon the control group technique.

Values students believe they receive.--The benefits students believe they receive from taking part in extracurriculum activities are shown in Table 40. The values are listed in order of frequency of mention. The benefit mentioned most frequently by both boys and girls was that participation resulted in the development of new friendships, 2,047 students (58 per cent) checking this response. That they learned how to win and lose in a sportsman-like manner while participating was checked second most frequently by the boys and sixth by the girls for a combined ranking of third. A total of 1,483 students said participation in activities made school seem more interesting, a value ranked second by the students. The development of more poise or ease in social contacts was third in frequency of mention by the girls, although fifteenth in rank by the boys. Other values mentioned by more than 1,000 students were that participation created a greater loyalty to the school, gave something worth-while to do in leisure time, resulted in more friendly relations with teachers, and made them more willing to accept criticisms from others. The boys were particularly impressed with the fact that they had developed some special ability or skill while taking part in extracurriculum activities, this value having been ranked sixth by the boys and fifteenth by the girls. Other values mentioned by more than one-fourth of the students were that as a result of participation they gained valuable information that would not have been received in a regular course, and that they developed more skill in being able to speak before an audience. Relatively few students listed such values as aided in helping decide upon a lifework, gained in abil-

TABLE 40

BENEFITS 3,525 STUDENTS BELIEVE THEY RECEIVE FROM
TAKING PART IN EXTRACURRICULUM ACTIVITIES

Benefits Received	Number of Students Reporting		
	Boys	Girls	Total
Resulted in the development of new friendships.....	901	1146	2047
Made school seem more interesting..	661	822	1483
Learned how to win and lose in a sportsman-like manner.....	748	585	1333
Created a greater loyalty to the school.....	642	599	1241
Gave something worth-while to do in leisure time.....	606	483	1089
Resulted in more friendly relations with teachers.....	426	611	1037
Became more willing to accept criticisms from others.....	531	494	1025
Gained valuable information that would not have been received in a regular course.....	434	532	966
Developed more poise or ease in social contacts.....	302	626	928
Developed more skill in being able to speak before an audience.....	395	524	919
Developed some special ability or skill.....	560	351	911
Developed a new hobby or special interest.....	358	476	834
Became more tolerant of the opinions and wishes of others.....	329	478	807
Created a greater interest in regular school subjects.....	335	418	753
Became more careful of personal appearance.....	263	383	646
Learned important health habits....	360	267	627
Developed ability to organize and lead other young people.....	222	251	473
Developed further some hobby or special interest already acquired	247	226	473
Aided in helping you decide on a possible lifework.....	246	217	463
Gained in ability to be a good presiding officer.....	192	204	396
Caused you to decide not to drop out of school.....	135	81	216
Brought about a greater interest in your city.....	76	51	127
Others.....	30	28	58
Number Answering.....	1715	1810	3525

ity to be a good presiding officer, and brought about a greater interest in the city. That, because of participation in extra-curriculum activities, students decided not to drop out of school was indicated by 135 boys and 81 girls. Some other values written infrequently by students on the questionnaires were that shyness was cured, gave a feeling that the student was trusted by fellow students and teachers, gave the student contacts with other schools, taught a liking for certain sports and other activities that formerly were disliked, and gave a desire to go on to college.

Values alumni believe they received.--Alumni of the five selected schools were also asked to indicate benefits which they believe they received while in high school from participating in extracurriculum activities. These benefits, listed in order of frequency of mention, are shown in Table 41. The value, "resulted in the development of new friendships," mentioned most frequently by alumni is the same as that mentioned most frequently by students. The value, "developed more poise or ease in social contacts," ranked second by alumni, was ranked ninth by students on the basis of frequency of mention. A larger proportion of the alumni indicated that participation had caused them to decide not to drop out of school. This fact was indicated by slightly less than 8 per cent of the students and about 12 per cent of the alumni answering the questionnaire. The other values listed by alumni were ranked about the same as those listed by students.

Alumni tend to list more values than students. The alumni checked on an average 9.5 values while the students checked an average of 5.3 values from participating in activities.

Values faculty believe students receive.--The 214 faculty members who filled out questionnaires were also asked to indicate values they believe students receive from taking part in extra-curriculum activities. The findings are presented in Table 42. These faculty members were asked to indicate whether they thought many students, some, few, or no students received a particular benefit from participation. Although the ranking of benefits by the faculty is generally similar to that given by students and alumni, there are some interesting deviations. That students learn how to win in a sportsman-like manner was not recognized as much by the faculty as by students and alumni. That participation results in more friendly relations with teachers, on the other hand, was mentioned more frequently by faculty members than by

TABLE 41

BENEFITS 435 ALUMNI BELIEVE THEY RECEIVED WHILE IN HIGH SCHOOL
FROM TAKING PART IN EXTRACURRICULUM ACTIVITIES

Benefits Received	Number of Alumni Reporting		
	Men	Women	Total
Resulted in the development of new friendships.....	162	164	326
Developed more poise or ease in social contacts.....	128	151	279
Made school seem more interesting..	129	132	261
Learned how to win and lose in a sportsman-like manner.....	130	113	243
Gave something worth-while to do in leisure time.....	115	127	242
Resulted in more friendly relations with teachers.....	116	126	242
Created a greater loyalty to the school.....	120	117	237
Developed more skill in being able to speak before an audience.....	116	116	232
Became more tolerant of the opinions and wishes of others.....	111	108	219
Gained valuable information that would not have been received in a regular course.....	108	107	215
Created a greater interest in regular school subjects.....	104	89	193
Became more careful of personal appearance.....	89	92	181
Became more willing to accept criticisms from others.....	81	95	176
Developed some special skill or ability.....	105	56	161
Developed ability to organize and lead other young people.....	75	73	148
Developed a new hobby or special interest.....	71	76	147
Learned important health habits....	77	51	128
Gained in ability to be a good presiding officer.....	60	46	106
Developed further some hobby or special interest already acquired	46	50	96
Aided in helping you decide upon a possible lifework.....	48	37	85
Brought about a greater interest in your city.....	29	22	51
Caused you to decide not to drop out of school.....	31	18	49
Number Answering.....	221	214	435

TABLE 42

BENEFITS 214 FACULTY BELIEVE STUDENTS RECEIVE FROM
TAKING PART IN EXTRACURRICULUM ACTIVITIES

Benefits Received	Number of Students Believed to Have Received the Benefit		
	Many	Some	Few or None
Resulted in the development of new friendships.....	117	17	12
Developed more poise or ease in social contacts.....	106	79	10
Resulted in more friendly relations with teachers.....	105	96	10
Made school seem more interesting.....	101	101	14
Created a greater loyalty to the school...	101	80	15
Gave something worth-while to do in leisure time.....	99	94	11
Learned how to win and lose in a sportsman-like manner.....	89	94	24
Became more tolerant of the opinions and wishes of others.....	85	102	16
Gained valuable information that would not have been received in a regular course..	73	110	20
Developed a new hobby or special interest.	68	111	25
Developed some special skill or ability...	64	95	53
Created a greater interest in regular school subjects.....	63	90	49
Became more careful of personal appearance	61	110	24
Developed further some hobby or special interest already acquired.....	55	120	22
Became more willing to accept criticisms from others.....	52	105	35
Developed more skill in being able to speak before an audience.....	51	142	22
Caused you to decide not to drop out of school.....	48	79	72
Learned important health habits.....	37	77	60
Brought about a greater interest in your city.....	35	79	70
Developed ability to organize and lead other young people.....	31	122	63
Aided in helping you decide upon a possible lifework.....	28	106	67
Gained in ability to be a good presiding officer.....	24	124	65
Number Answering.....	214	214	214

students. Students mentioned more frequently the value of becoming more willing to accept criticism from others. Developing poise or ease in social contacts was ninth on the students' list and second on that of the faculty members. The development of skill in speaking before an audience as an outcome was tenth on the student list, fifteenth on the faculty list. Last on the faculty list, recognized by only 11 per cent as a benefit many students derived, was the development of skill in being a good presiding officer.

Benefits parents believe children receive.--Parents were asked to evaluate the same list of benefits from the standpoint of observations relative to participation by their children in extracurriculum activities. These benefits, ranked in order of frequency of mention by 994 parents in these five selected schools, are shown in Table 43. These parents checked an average of 8.5 benefits, fewer than the alumni group but considerably more than the students.

The pattern of frequency of mention of the different values by parents is quite similar to that of the other groups. Parents rank the outcome, "became more willing to accept criticism from others," seventh, higher than any of the other groups. Lower than any other group was checked "resulted in more friendly relations with teachers." Parents also ranked low the benefit of developing further some hobby which a student already possessed. One hundred and twenty-six parents indicated they believed that participation in extracurriculum activities had caused their children to remain in school, a much larger proportion of parents having checked this value than any other group.

Relationship between holding office and benefits received.

--In order to discover possible relationships between holding office and benefits received from participation in extracurriculum activities, the 3,525 student questionnaires were sorted on the basis of three groups: those who had held no elective offices in school organizations during the preceding twelve months, those who had held either one or two offices during the period, and those who had held three or more offices. There were 3,029 students who had held no office, 447 who had held one or two offices, and 49 who had held more than two offices. The total number of values listed on the questionnaires by each group was divided by the number of students in each group in order to determine the

TABLE 43

BENEFITS 994 PARENTS BELIEVE CHILDREN RECEIVE FROM
TAKING PART IN EXTRACURRICULUM ACTIVITIES

Benefits Received	Number of Parents Reporting		
	Men	Women	Total
Resulted in the development of new friendships.....	182	452	634
Made school seem more interesting..	139	405	544
Gave something worth-while to do in leisure time.....	138	360	498
Became more tolerant of the opinions and wishes of others.....	96	382	478
Learned how to win and lose in a sportsman-like manner.....	126	350	476
Created a greater loyalty to the school.....	133	337	470
Developed more poise or ease in social contacts.....	120	319	439
Became more willing to accept criticisms from others.....	103	302	405
Resulted in more friendly relations with teachers.....	96	270	366
Created a greater interest in regular school subjects.....	102	256	358
Learned important health habits....	96	256	352
Became more careful of personal appearance.....	104	244	348
Gained valuable information that would not have been received in a regular course.....	96	240	336
Developed more skill in being able to speak before an audience.....	87	238	325
Developed some special skill or ability.....	104	214	318
Developed a new hobby or special interest.....	86	228	314
Developed ability to organize and lead other young people.....	62	162	224
Gained in ability to be a good presiding officer.....	52	154	206
Developed further some hobby or special interest already acquired	52	153	205
Aided in helping decide upon a possible lifework.....	64	130	194
Caused child to decide not to drop out of school.....	42	84	126
Brought about a greater interest in your city.....	41	66	107
Number Answering.....	281	713	994

average number of values listed by each group. These data as computed showed an average of 2.96 values for the non-officeholding group, 6.34 for holders of one or two offices, and 10.03 for holders of three or more offices. There is a significant relationship between officeholding and number of values received according to student opinions.

There were some differences in the relative frequency with which different values were mentioned by the three groups. Because the group holding three or more offices was relatively small, the group was combined with those holding one or two offices in computing the relative rank of values. While the pattern of benefits received listed by the non-officeholders and officeholders was more alike than different, some interesting differences were apparent. The benefit, "gained in skill at being a good presiding officer," was ranked thirteenth by the officeholders, twentieth by the non-officeholders. The value, "developed more skill in being able to speak before an audience," was listed sixth by the officeholders, eleventh by the non-officeholders. Participation as something worth-while to do in leisure time was ranked fifth by the non-officeholders, twelfth by the officeholders. The development of skill in organizing and leading other young people was ranked fourteenth by the officeholders and seventeenth by the non-officeholders. The rankings in the other values listed did not vary more than two places between the two groups. These data indicate that not only do students holding offices believe they gain more from participation in extracurriculum activities than the non-officeholders but the values they believe they receive are also somewhat different. Whether students elected to office benefit more from participation or whether students who benefit most are those elected to office is a question, the answer to which was not attempted by this study; the findings merely indicate a relationship exists.

Similar findings to those reported in the preceding paragraph were secured when the alumni questionnaires were sorted on the basis of leadership. A somewhat different division was made in the alumni questionnaires in that those who had held either not any, one, or two offices were placed in one group while those who held three or more offices while they were in school were grouped in a second category. Those with not any or limited officeholding experience listed an average of 8.0 benefits from par-

ticipation in extracurriculum activities while those with more extensive officeholding experience listed an average of 11.25 benefits received.

Relationship between faculty sponsorship and belief in benefits received by students.--A study was made to determine what relationships existed between the number of benefits listed by faculty members for students and the status of the faculty member in so far as sponsorship of extracurriculum activities was concerned. Because School C was the only one in which a considerable number of the faculty members were not sponsors of extracurriculum activities, the questionnaires from this school were selected as a basis for the study. The questionnaires were sorted into two groups, the one consisting of those who sponsored activities and the other those who did not. After making the tabulations and computations, it was found that the teachers who were sponsors listed an average of 11.2 benefits having been received by many students while those who were nonsponsors listed an average of 4.4 benefits. These findings indicate that in this one school, at least, the teachers who see the most value in students' participating in extracurriculum activities are those who sponsor activities.

Activities students consider most worth while.--Students in each of the five selected schools were asked to indicate the activities in which they participated they considered most worth while. The activities listed by boys and girls in each of the schools as being most profitable are shown in Table 44. These data have been included in this report not because they are particularly significant but rather in order to show the opinions of these students. In all of these schools boys list athletic activities as those they consider most worth while. Girls similarly list the activities of the Girls' Athletic Association as most worth while. In those activities where boys and girls are combined there is no uniformity. From the personal observation of the writer, the activities which were considered worth while were listed because those particular activities were unusually well directed in these schools. The data seem to indicate that, excepting athletic activities, the activity considered most worth while in one school may be judged quite differently in another school.

TABLE 44

ACTIVITIES CONSIDERED MOST WORTH WHILE BY
STUDENTS IN FIVE SELECTED SCHOOLS

School A	School B	School C	School D	School E
Boys Basketball FFA Club G Club	Boys Intramural Sports Track Football	Boys Basketball Football Baseball Minute Men	Boys Football Basketball Track	Boys Basketball Football Bowling
Girls Girls' Athletic Assn. Home Economics Club	Girls Girls' Athletic Assn. Basketball Girls' Pep Club	Girls Girls' Athletic Assn. Girls' Club Girls' Leaders Club	Girls Girls' Athletic Assn. Girl Reserves Teenya Club	Girls Girls' Club Girls' Athletic Club Bowling
Girls-Boys Senior Dramatics Band-Orchestra Senate	Girls-Boys Hi Times Opera Club Music Appreciation Club	Girls-Boys Honor Society Fencing Weekly	Girls-Boys French Club Theater League Student Council	Girls-Boys Theater Board Glee Club Latin Club

Evaluation

1. The data pertaining to values students believe they receive from participation in extracurriculum activities indicate the desirability of changes in practice so that additional benefits may be received. Although the authorities quoted in the first section of this chapter indicate as a value, better understanding between home, school, and community, fewer than 4 per cent of the students indicate that participation brought about a greater interest in their city. Similarly, relatively few students believe they gained in ability to be a good presiding officer even though this is a value authorities believe should result. Other values listed by the authorities which are received by relatively few students are vocational values, values in handling group relationships, care of health and personal appearance, development of tolerance, and values for leisure-time occupations. Only one value, the development of new friendships, is mentioned by as many as one-half of the students. Assuming that the manner in which activities are managed has significant implications for the values which students receive from participation, the data on values received should constitute a potent challenge to those

charged with the management of the activity program. Activities should be made more interesting, students should be taught how to win and lose in a sportsman-like manner, loyalty to the school should be encouraged, values for leisure-time activity should be sought and developed, students should learn to accept criticism from others, and so on through the list of potential values; these outcomes should be consciously sought by the sponsors and supervisors of the extracurriculum program. That more students are not conscious that they have received these values is an indictment of the present status of management of activities in these schools.

2. Interesting differences in the rating of values received are revealed in the data from alumni, faculty, and parents. Undoubtedly the different points of view represented in these different groups are responsible for these differences; the values checked are influenced partially in all probability by what is termed "wishful thinking." However, as in the case of the values listed by students, the values indicated by these three groups have implications for the management of the activity program. Those values which were mentioned relatively seldom by those responding to the questionnaires, are, by and large, values which the authorities say should be received; through a greater awareness on the part of administrative officers, more individuals may receive the values.

3. There is a positive relationship between holding office and benefits students and alumni believe they received from participation in activities. This seems to imply the necessity of devising plans for securing a greater spread in leadership opportunities among school organizations. Limiting the number of offices which a given student may hold will cause a greater number of students to hold office. Organizing activities so that more opportunities for leadership are presented in working committees will also provide potentially for the receiving of greater benefits.

4. Some evidence is indicated in the data that teachers who sponsor activities see greater benefits in activities than those teachers who are not sponsors. This evidence seems to point to the desirability of having as many teachers as possible gain experience as sponsors of activities. Even though some teachers may be relatively ineffective as sponsors, they might be assigned to minor duties in the program and their effectiveness upgraded

through supervision.

5. Although the data relative to activities students consider most worth while are not significant in terms of deciding which activities should and should not be included in the program in any given school, the technique is important in the general evaluation of the program. Those charged with management should know what activities students consider worth while as well as the reasons for the decisions; these data may be helpful in making other activities more worth while for the students.

CHAPTER X

UNDESIRABLE OUTCOMES FROM PARTICIPATION IN ACTIVITIES

Data and interpretations were presented in the preceding chapter relative to values received by students participating in extracurriculum activities. That there may similarly be undesirable outcomes from participation is obvious. One of the functions of those charged with responsibility for the management of activities is to conduct them in a manner so as to reduce these undesirable outcomes to a minimum. In this chapter are reported some undesirable outcomes indicated by students, alumni, faculty, and parents in selected schools and some conclusions based upon the data presented.

Principles of Management

One principle of management discussed in chapter iii relates specifically to the data presented in this chapter:

21. The program of extracurriculum activities should be managed so that undesirable outcomes resulting from participation in activities are reduced to a minimum.

Some potential undesirable outcomes were described in the discussion in chapter iii.

Status of Practice

Students, alumni, faculty, and parents were asked in the questionnaires which they filled out to indicate undesirable outcomes which they believed accompanied participation in extracurriculum activities. The findings were first tabulated in terms of frequency of mention. These same data from the student questionnaires were then tabulated to show opinions relative to undesirable features of the extracurriculum program held by students who had occupied positions of leadership. The data from one faculty group were separated and tabulated in terms of whether the

individuals were or were not sponsors of extracurriculum activities. Finally, data were secured to show which activities students considered least profitable and the findings reported.

Undesirable aspects of participation listed by students, alumni, faculty, and parents.--A total of 5,168 students, alumni, faculty, and parents in the five selected schools were asked to indicate undesirable outcomes from participation in extracurriculum activities--students and alumni from the standpoint of their own participation, faculty from observations of student participation, and parents from observations of their children's participation. Eight possible undesirable outcomes were suggested and ample opportunity allowed for writing in other similar outcomes. The findings are shown in Table 45 where the outcomes have been listed in order of frequency of mention by these four groups.

The undesirable outcome mentioned most frequently by all but the faculty group (even in this group it was nearly first) is that small groups, or cliques, developed and control activities. Alumni mentioned this objection twice as frequently as any other objection. This objection was mentioned by approximately one-fifth of the students and one-third of the alumni.

The undesirable outcome ranked first by the faculty, second by students and parents, and third by alumni is that participation causes neglect of regular school subjects. This ranking probably indicates the relative value placed on regular school subjects by these four groups. This objection was listed by only about 11 per cent of the students and 9 per cent of the parents. Alumni thought the objection that participation caused jealousies among students was slightly more significant than the neglect of regular school subjects. This matter of jealousies was ranked third by the students and parents. The faculty group considered the objection that students who participated tended to think too much in terms of winning games and contests much more significant. Only slightly more than 5 per cent of the students believed that winning contests was given too much importance. The other undesirable outcomes, "took more time proportionately than its value justified," "cost more money than its value justified," and "gave persons outside the school a chance to interfere in school affairs," were listed by a relatively small number of those answering the questionnaires. Other undesirable outcomes listed infrequently by students and alumni were as follows: the Honor Society

TABLE 45

UNDESIRABLE OUTCOMES FROM TAKING PART IN EXTRACURRICULUM ACTIVITIES LISTED BY 5,168 STUDENTS, FACULTY, ALUMNI, AND PARENTS

Undesirable Outcomes	Students			Faculty	Alumni			Parents	Grand Total
	Boys	Girls	Total		Men	Women	Total		
Small groups, or cliques, developed and controlled activities.....	190	419	609	117 ^a	84	92	176	88	990
Caused neglect of regular school subjects.....	267	262	529	119	47	37	84	86	816
Caused jealousies among students.....	139	189	328	84	39	49	88	52	552
Thinking became directed too much in terms of winning games and contests.....	129	64	193	109	26	7	33	35	370
Took more time proportionately than its value justified.....	96	91	187	89	25	18	43	48	367
Gave a feeling of being inferior to many other students.	73	126	199	54	26	28	54	49	356
Cost more money than its value justified.....	58	87	145	35	15	14	29	24	233
Gave persons outside the school a chance to interfere in school affairs.	43	31	74	49	8	6	14	19	156
Others.....	27	34	61	6	5	3	8	10	85
Number Answering	1715	1810	3525	214	221	214	435	994	5168

^aFaculty checks for undesirable outcomes resulting for "many" and "some" students are combined in this table.

is an honor but it causes too many hurt feelings; activity took too much time even though it was valuable; sponsors tended to play favorites; participation brought harsh criticism from other students; caused late hours at night and consequent loss of sleep; and caused unfavorable reactions from some teachers. Undesirable outcomes mentioned infrequently by faculty members were as follows: students develop conceit and faulty mental attitudes; attitudes develop that regular school learning is undesirable and that participation in extracurriculum activities is fun; lowers school discipline; students are given too much responsibility in running things; gives a bad impression for the taxpayers; activities appeal mainly to the poor students; and too much time of the teachers is taken in sponsoring activities. The ten comments written in by parents were all concerned with the problem of democratization of activities, that timid students were not permitted opportunities for leadership, and the like.

Relationship between holding office and undesirable outcomes.--The same procedure as that reported in the preceding chapter was used in order to show relationships between officeholding by students and alumni and undesirable outcomes from participating in extracurriculum activities. Although significant relationships were revealed between officeholding and benefits received from participation, no such relationships were apparent when undesirable outcomes were considered. The 2,029 students who had not held offices in school organizations during a twelve-months period preceding the time of filling out the questionnaires, listed an average of 0.9 undesirable outcomes from participation. The 447 students who had held one or two offices during the same period listed an average of 0.86 undesirable outcomes, and the students who had held three or more offices listed an average of .92 such outcomes. The average number of undesirable outcomes for the three groups was nearly the same. The data for alumni who had, and those who had not, held office while in school were similar.

Minor differences did occur in the frequency with which certain outcomes were mentioned by the different groups. The ranking of undesirable outcomes given by the non-officeholders was the same as that given by the students as a whole (see Table 45). The officeholders ranked as the second most undesirable outcome the development of jealousies among students, something to

which they were probably more exposed because they were in positions of leadership. The objection that participation gave a feeling of being inferior to many other students, ranked fourth by the non-officeholding students, was ranked seventh by the officeholders, also for an obvious reason. Only 22 officeholders felt that activities took more time than their value justified; 165 non-officeholders thought this objection true.

Relationship between faculty sponsorship and belief in undesirable outcomes.--The faculty questionnaires from School C, the only school in which a considerable number of faculty were not sponsors of extracurriculum activities, were divided into two groups: faculty who were sponsors and faculty who were not sponsors, and the data relative to undesirable outcomes received by students tabulated. Those faculty members who were sponsors listed an average of 2.0 undesirable outcomes while the nonsponsors listed an average of 3.2 such outcomes. That small groups, or cliques, develop and control activities was recognized proportionately more by the nonsponsors than the sponsors. Sponsors, on the other hand, listed more often the objection that the thinking of students frequently becomes directed too much in terms of winning games or contests. Sponsors also feel more strongly than nonsponsors that participation tends to interfere with regular school work, possibly because the sponsors see more clearly the time given to extracurriculum activities. Ranked eighth by the sponsors and sixth by the nonsponsors was the objection that activities cost more money than their value justified. That activities give persons outside the school a chance to interfere in school affairs was ranked eighth by the nonsponsors and sixth by the sponsors, the sponsors obviously being more conscious of this danger. These comparisons tend to high light some of the possible undesirable outcomes students may receive from participation in extracurriculum activities.

Activities considered unprofitable by students.--The students in the five selected schools were asked to list on the questionnaire filled out by them, the activities in the school which they considered unprofitable. The findings are shown in Table 46. These data should not be interpreted objectively since there are so many factors which may have been present to cause a particular student to list certain activities. These data are presented more for the interest they may have for the reader rather than for any

important evaluative purposes. Relatively few students mentioned activities as being unprofitable. The total number of activities listed in Table 46 were mentioned by only 156 students. The Honor Society, interestingly, was mentioned in two of the schools as an unprofitable activity. Otherwise there was little uniformity in the types of activities mentioned. As was the case of the most-worth-while activities described in the preceding chapter of this report, the decision as to whether an activity fits into a given category is based more upon the leadership and program of the organization as it functions in a local school than upon the organization as a type of activity.

TABLE 46
ACTIVITIES CONSIDERED UNPROFITABLE BY
STUDENTS IN FIVE SELECTED SCHOOLS

School A	School B	School C	School D	School E
Boys FFA Club G Club	Boys Track Boys' Pep Club	Boys R.O.T.C. Officers' Club Boys' Club	Boys Hi-Y L Club	Boys Football Basketball
Girls Glee Club Home Econom- ics Club	Girls Hockey Volleyball	Girls Fencing Girls' Club	Girls Honor Soci- ety Home Econom- ics Club	Girls Girls' Club Hiking and Biking Club
Girls-Boys Newspaper Club	Girls-Boys National Honor So- ciety	Girls-Boys Hall Guards Art League	Girls-Boys German Club Theater League	Girls-Boys Glee Club French Club

Evaluation

1. The data showing undesirable outcomes which students, alumni, faculty, and parents believe are received from participation in extracurriculum activities, indicate need for the development of techniques in management of activities to reduce these outcomes to a minimum. That undesirable outcomes were mentioned much less frequently by all of these groups than the values received, indicates general approval of the extracurriculum program. Three undesirable outcomes, each mentioned by more than 10 per cent of the students, should receive particular attention. Organizations should be managed so that the development of control by

small groups or cliques is difficult. If participation in extra-curriculum activities interferes with regular school work, the difficulty should be remedied by those charged with guidance responsibilities. If jealousies are caused among students, this is an indication that the program is not sufficiently varied in scope in order to permit a larger number of outlets for student interests or that changes in the internal management of activities are needed. The same difficulties may be responsible for the development of feelings of inferiority on the part of some students. In general, the presence of undesirable outcomes should mean cause for positive action on the part of administrative officers; the data indicate that such steps are needed in some schools.

2. The data with respect to activities considered unprofitable by students are significant only to the extent that in an evaluation program in local schools, the evaluators need to secure this information along with reasons why certain activities are considered unprofitable. Effective management requires that activities generally considered unprofitable should be either eliminated, curtailed, or changed.

CHAPTER XI

INTERSCHOLASTIC CONTESTS

Participation in contests with other schools has been a normal accompaniment of extracurriculum activities in most, if not all, schools. That both worth-while and undesirable outcomes may result from participation in contests is readily apparent. This chapter indicates principles of management which should tend to make the program of interscholastic contests an acceptable, integral part of the educational program. Data pertinent to the present status of contests in North Central Association schools are presented as well as an evaluation of these practices in terms of the principles of management.

Principles of Management

Four of the principles of management discussed in chapter 111 are concerned with the interscholastic contest program in the schools:

22. Contests should be participated in by the school on the basis of educational merit rather than because of pressures from the community, sponsoring organizations, or other sources.

23. The purposes of participation in contests should be strictly adhered to or else the contest should be changed so as to make it harmonize with the stated purposes.

24. The school should accept to the fullest extent responsibility for the physical, mental, and moral well-being of students participating in interscholastic contests.

25. Awards for participation in contests should have intrinsic rather than extrinsic value.

Status of Practice

Data pertaining to the status of interscholastic contests were secured in the questionnaires filled out in the 901 schools of the North Central Association. These data reveal information relative to the present program of interscholastic contests, the

number of students involved, opinions of school administrators concerning the extent of the program, reasons for the development of contests, some problems involved in interscholastic contests, and responsibilities for the conduct of contests and contestants accepted by the schools.

Present program of interscholastic contests.--Tabulations were made from a sample of 180 schools (fifty-six small, ninety-six medium, and twenty-eight large) to show the extent to which these schools had participated in different interscholastic contests. Those answering the questionnaires were asked to indicate for each of nine athletic activities (with opportunity for adding others) and twenty-five nonathletic activities (and others) whether the school had participated in county, district, league, state, or national contests in the different activities. The data were then tabulated to show the number of schools in each of the three groups that had participated in contests of the types indicated. For those schools which had participated, the average number of different activities was computed. These data are shown in Table 47.

The findings show that schools of all sizes are more likely to participate in state and national contests in nonathletic rather than athletic activities. Only one school reported a national contest in an athletic activity, in this case track competition. On the other hand, twenty small, forty-six medium, and eighteen large (46 per cent) schools reported participation in nonathletic nation-wide contests. District contests were reported most frequently in terms of number of different activities in nonathletic competition. Contests involving a league of schools are the most frequent in athletic competition. The average small or medium-sized school competes in from two to four interscholastic athletic activities in county, district, league, and state contests. The average small or medium-sized school competes in from three to seven interscholastic nonathletic activities in county, district, league, or state contests and in from one to four nonathletic activities in national contests. The average large school, on the basis of these data, competes in from two to five athletic activities in district, league, and state competition and in from five to six nonathletic activities in county, district, league, and state competition and two to three in national contests. There are, of course, many exceptions to the average. One small school

TABLE 47

NUMBER OF FIFTY-SIX SMALL, NINETY-SIX MEDIUM, AND TWENTY-EIGHT
LARGE SCHOOLS PARTICIPATING IN COUNTY, DISTRICT, LEAGUE
STATE, AND NATIONAL ATHLETIC AND NONATHLETIC CONTESTS
AND THE AVERAGE NUMBER OF ACTIVITIES IN
EACH TYPE OF CONTEST

Classification of Schools	Number of Schools	Type of Contest	Number of Schools Participating	Average Number of Different Activities	Number of Schools Not Participating
Athletic Interscholastic Contests					
Small	56	County	20	2.0	36
		District	38	2.5	18
		League	40	3.4	16
		State	22	2.0	34
		National	..	...	56
Medium	96	County	34	2.5	62
		District	66	2.4	30
		League	72	3.7	24
		State	54	2.9	42
		National	1	1.0	95
Large	28	County	..	...	28
		District	16	2.8	12
		League	24	4.9	4
		State	16	3.0	12
		National	..	...	28
Nonathletic Interscholastic Contests					
Small	56	County	26	3.0	30
		District	48	6.1	8
		League	22	3.7	34
		State	40	3.5	16
		National	20	1.3	36
Medium	96	County	18	3.8	78
		District	68	6.2	28
		League	50	5.0	46
		State	68	5.1	28
		National	46	3.4	50
Large	28	County	6	6.0	22
		District	16	5.0	12
		League	14	5.3	14
		State	22	5.0	6
		National	18	2.3	10

reported state competition in seven athletic activities; one medium-sized school reported state competition in nine athletic activities. Two medium-sized schools reported competition in state contests in twenty-eight different nonathletic activities; one reported national contests in twenty-six nonathletic activities. The larger schools in this study reported less extensive competition in terms of number of different activities than the smaller schools.

As a further indication of the status of participation in contests, the schools were also asked to indicate the total round-trip mileage traveled by all teams in games and contests during the 1938-39 school year. Data were tabulated from a sample of 200 schools. Since the size of schools did not seem to have a bearing on the number of miles traveled by the teams engaged in interscholastic competition, the data for all schools were combined. Basketball is the activity in which the greatest number of miles are traveled by the teams, due mainly to the fact that more games are played in this sport. The average distance traveled by basketball teams was 595 miles. Total average distance traveled by other teams was as follows: baseball, 180; football, 315; night football, 195; track, 246; and girls' basketball, 125. In the area of nonathletic contests, commercial teams averaged 150 miles; music organizations, 270 miles; speech organizations, 310 miles; subject contestants (language and mathematics), 170 miles; and stock-judging teams, 150 miles. Considering all teams, the athletic teams traveled on an average 364.5 miles and the nonathletic teams an average of 218.4 miles. The largest mileage reported by any team was a debate team that traveled 5,460 miles during one season.

Additional data relative to the status of the program of interscholastic contests were provided through an analysis of the per-pupil costs of participating in contests and the cost of letters, medals, or similar awards. Data furnished by respondents indicate that the cost of participating in nonathletic interscholastic contests was 38 cents per pupil in average daily attendance in the small schools, 56 cents per pupil in medium schools, and 28 cents per pupil in large schools. Data covering costs of participation in athletic contests were not secured, although the total average cost of the athletic program (which would include intramural as well as interscholastic competition) was reported as \$3.01 in small, \$4.16 in medium, and \$2.24 per pupil in average

daily attendance in large schools. In a sample of 200 schools, the average amount spent for letters, medals, and other awards for interscholastic athletic activities was \$38.50 and for nonathletic activities \$8.07 per school. The most expensive sport from the standpoint of awards was football, accounting for \$15.75 of the total average of \$38.50. Incidentally, eighteen of these schools reported an average of \$23.61 spent per school for awards for those engaged in intramural athletic competition.

Students participating in interscholastic contests.--Those filling in the questionnaires were asked to indicate the actual number of students by grades who participated in different types of interscholastic contests. For purposes of tabulating, a sample of 200 questionnaires was taken. These were separated into schools of small, medium, and large size. Ninety-four of the returned questionnaires did not contain data relative to number of participants. Many of the respondents indicated that no enrolment figures of this type were kept in the schools. Some of the questionnaires contained total number of participants in several activities but did not have the data by grade levels. Data were secured for thirty-two small, sixty-two medium, and fourteen large schools. These data for athletic contests and nonathletic contests were shown in Tables 21, 22, and 23 (see pages 78-83). In each case the number of schools on which the data are based is given. The percentage of students shown by grades is the mean percentage of students enrolled for all of the schools which furnished data.

In interscholastic athletics, the students who participate most frequently are Juniors and Seniors; there is little difference between these two grade levels. The participants in basketball in medium-sized schools, for example in grades 9, 10, 11, and 12, respectively, are 13.2, 13.2, 16.2, and 16.1 per cent of the students enrolled. In small schools the figures for this same sport are 20.6, 24.2, 34.9, and 35.1, respectively, and in large schools the numbers were 2.3, 3.6, 4.2, and 4.2. The ratio among the grades is generally about the same. Naturally, in the smaller schools a larger proportion of the student body becomes involved in athletic competition and the percentage of students is greater. Forty-five per cent of the boys in the Senior class in this group of small schools participate in football; in the larger schools, the percentage falls to 4.5. As would be expected, participation

is more limited among Freshmen in football than in basketball. Relatively few schools participate in interscholastic sports for girls; when they do, the percentage of students involved is similar to that in boys' athletics. Relatively high percentages of students, both boys and girls, are involved in intramural contests. In general, the percentages of the student body involved is higher among Freshmen and Sophomores. Upper-classmen tend to participate in interscholastic activities. Generalizing, about one-third of the students in small schools, one-fifth in medium-sized, and one-twentieth in large schools are likely to be involved in an interscholastic athletic activity during the different sport seasons.

Participation in nonathletic interscholastic contests occurs more frequently among upper-classmen than under-classmen. This is particularly true in the case of commercial, vocal music, publication, and speech contests. Scholarship contests are participated in almost entirely by Seniors. Latin and mathematics contests are participated in mainly by Freshmen and Sophomores, the students who mainly are taking the contest subjects. Contests in which the participation is spread rather evenly through the high-school grades are art, poster, essay-writing, vocational demonstrations, stock-judging, band, and orchestra. The percentage of students participating is generally lower in nonathletic contests than in athletic contests. Band, orchestra, and vocal groups enrol the largest percentages of students. In small schools, from one-fifth to one-fourth of the students participate, in medium schools about one-eighth, and in the larger schools about one-twentieth of the students are members of the band. This percentage is not greatly different from that for athletic contests. Vocal-music groups attract the largest percentages of the students in all sizes of schools. In small schools, 37.4 per cent of the Seniors, in medium schools, 23.8 per cent, and in large schools, 6.5 per cent of the Seniors are members of vocal groups participating in contests.

Opinions of school administrators concerning the extent of the contest program.--The respondents, mainly principals, to the questionnaires were asked to indicate their personal reactions to the program of interscholastic contests engaged in by the schools which they administer. The tabulations of their replies are shown in Table 48. Over one-half (52 per cent) of the principals believe the program now in operation to be quite satisfactory;

nearly two-thirds of the principals of large schools approve this statement while only 40 per cent of principals of small schools are in agreement. One hundred and sixty-two (18 per cent) of the principals believe that there should be more contests of a nonathletic nature; nearly one-fourth of the principals of small schools think this. A larger number (262) of the principals think more efforts need to be made to stimulate student and community interest in these nonathletic contests. That the general program of contests is too strongly stressed and that there is need for curtailment is indicated by 133 (15 per cent) of the principals.

TABLE 48

PERSONAL REACTION OF PRINCIPALS TO THE PROGRAM
OF INTERSCHOLASTIC CONTESTS ENGAGED IN
BY 901 SCHOOLS

Reactions of Principals	Number of Schools Reporting			
	Small	Medium	Large	Total
The program now in operation is quite satisfactory.....	105	285	79	469
Efforts need to be made to stimulate greater student and community interest in nonathletic contests....	87	147	26	260
There should be more contests of a nonathletic nature.....	61	82	19	162
Certain contests are receiving too much emphasis.....	46	90	22	158
The general program of contests is too strongly stressed; there is need for curtailment.....	37	87	9	133
Certain contests are receiving too little attention.....	41	56	9	106
Others.....	7	21	3	31
Number of Schools.....	257	519	125	901

One hundred and fifty-eight of the principals state that certain contests are receiving too much emphasis. The ones mentioned more than ten times, in order of frequency, are basketball, football, all athletics, all music, and band and orchestra. Certain contests, on the other hand, are receiving too little attention in the opinion of 106 principals. In this category, those named

more than ten times in order of frequency are debate, speech activities, sports other than football and basketball, music, and literary contests. Some of the comments written infrequently on the questionnaires are that all contests in nonathletic activities have been eliminated (eight schools), that festivals are favored rather than contests (ten schools), that undesirable features of contests have been abolished, and that more intramural contests are needed.

Reasons given for the development of contests.--Those filling out the questionnaires were asked to indicate responsibility for contests getting started in the schools with which they were connected. A checklist of possible responsible individuals, organizations, and institutions was presented in order to stimulate thinking on the part of the respondents. Space was provided for writing in others responsible for the development of contests. The findings are presented in Table 49.

The reason most frequently given for starting contests in schools is that neighboring schools have entered the contests, a reason reported by 382 (42 per cent) of the schools (50 per cent of the small schools gave this as a reason). Two hundred and eighty-seven principals (nearly one-third) report that contests were started because of demands to that effect being made by the students in the school. Approximately one-fourth of the principals report that contests were started because of the interests of an aggressive principal or director of extracurriculum activities. The state college or university sponsors contests in which representatives of the local school participate in 227 schools. Contests sponsored by a service club, such as Rotary, Kiwanis, or Lions, were entered by 173 schools. Night football has been introduced as a result of suggestions from some local community organization in 148 schools; night football is played in 457 of the 901 schools. In 123 instances, principals indicated that contests were entered because some teacher saw in them an opportunity to add to the prestige of his or her position or course. No other reason was given by as many as 10 per cent of those replying to the questionnaire. Seventeen per cent (153) of the principals did not answer this question. Some of the comments written infrequently on the questionnaires are as follows: many essay contests are sponsored by commercial firms and patriotic organizations, local businessmen want to contribute money to restore football, local

TABLE 49

RESPONSIBILITY FOR STARTING CONTESTS ACCORDING
TO PRINCIPALS OF 901 SCHOOLS

Factors Responsible	Number of Schools Reporting			
	Small	Medium	Large	Total
Contests have been entered because neighboring schools were doing so.	127	207	48	382
Most contests have been entered because of demands to that effect being made by the students in the school.....	75	165	47	287
Most of the contests have been entered because of an aggressive principal or director of extracurriculum.....	80	129	18	227
The state college or university has sponsored a contest in which representatives of the school took part.....	54	124	27	205
A service club, such as Rotary, Kiwanis, or Lions, has sponsored an oratorical, essay, or poster contest.....	43	95	35	173
Night football has been introduced as a result of suggestions from some local community organization.	25	100	23	148
Contests have been entered chiefly because some teacher saw in them an opportunity to add to the prestige of his or her position or course.....	33	78	12	123
A private college or university has sponsored a contest in which representatives of the school have taken part.....	21	49	13	83
The board of education has been active in urging the school to enter contests.....	27	36	16	79
A band instrument company or its representative has assisted in sponsoring a music contest.....	10	13	1	24
A typewriter company or its representative has assisted in sponsoring a commercial contest.....	6	9	3	18
A local firm or group of businessmen has assisted the athletic program by buying equipment.....	8	8	1	17

TABLE 49—Continued

Factors Responsible	Number of Schools Reporting			
	Small	Medium	Large	Total
Banks have been active in assisting in a school savings or thrift account.....	5	6	5	16
Others.....	14	48	14	76
No reply.....	24	105	24	153
Number of Schools.....	257	519	125	901

newspapers are responsible for postseason athletic contests, pressure for contests comes frequently from parents who like to have their children show off, and the state department of education has stimulated entrance into contests.

Some problems connected with interscholastic contests.--

One of the problems connected with interscholastic contests is how to conduct contests without pressures from organizations not connected with the school. Those replying to the questionnaire were asked to indicate pressures which they had encountered in connection with contest participation. Some actual pressures and potential pressures have already been indicated in the preceding section of this report. Comments were written by ninety-six principals. The influence most frequently mentioned by these individuals is that of band-instrument companies in connection with music contests. Second most frequently mentioned are pressures by local newspapers anxious to have the students of the local school enter contests, both athletic and nonathletic, in order to bring possible prestige to the community. Mentioned less frequently are efforts of typewriter salesmen to get schools interested in commercial contests, sporting-goods salesmen trying to have certain sports introduced into the schools, a professional hockey organization trying to stimulate interest in hockey by having it introduced as a school sport, and efforts on the part of a scholastic press group to secure the use of certain papers in year-books competing for national awards.

A second possible source of problems is in connection with interscholastic football games played at night. Night football is played in 63 (one-fourth) of the small, 320 (nearly two thirds)

of the medium, and 74 (three-fifths) of the large schools, a total of 447 of the 901 schools in this study. The principals of the schools in which night football was played were asked to indicate their experiences in administering this sport by checking a series of statements and by writing in comments. The statements and the number of times these were checked by the representatives of the different schools are indicated in Table 50. That experiences in

TABLE 50

EXPERIENCES IN ADMINISTERING NIGHT FOOTBALL AT HOME
REPORTED BY 447 SCHOOLS

Experiences Described	Number of Schools Reporting			
	Small	Medium	Large	Total
Attendance at games and subsequent revenue have increased materially	43	276	69	388
In general, the community seems to have approved the change to night games.....	47	284	52	383
Players like to play as well at night as in daytime.....	36	210	43	289
There is evidence of increased drinking at night games.....	7	50	13	70
There seems to be more smoking at night games.....	6	26	16	48
There seems to be more gambling in connection with night games.....	2	9	2	13
Others.....	5	18	5	28
Number of Schools Playing Night Football.....	63	310	74	447
Total Number of Schools in This Study.....	257	519	125	901

administering night football have been generally satisfactory is indicated by the opinions of these principals. Nearly 90 per cent of the principals state that attendance at games and subsequent revenue have increased materially, a result particularly true in the larger schools. Almost as many state that the community has generally approved the change to night games. That players like to play as well at night as in the daytime is indicated by 289 (nearly two-thirds) of the principals. About 10 per cent indicate

there seems to be more smoking at night games and 18 per cent that there is evidence of increased drinking. There is little evidence of increased gambling in connection with night football games. Comments written infrequently are that night football interferes less with school than Friday afternoon games, there is more disorder at night games, night games are played only early in the season, and night football has been a great benefit in the public relations program of the school.

A third possible problem inherent in the program of inter-scholastic contests is concerned with pressures applied by coaches on students preparing for or engaging in contests. According to the data shown in Table 51, in 240 (27 per cent) of the schools

TABLE 51

PRESSURES APPLIED BY COACHES ON STUDENTS PREPARING
FOR OR ENGAGING IN CONTESTS IN 901 SCHOOLS

Pressures Applied	Number of Schools Reporting			
	Small	Medium	Large	Total
Pressures upon students are present, but these are a necessary phase of participation in contests.....	96	216	61	373
These students frequently neglect other school subjects during a period of intensive preparation for contests.....	90	142	17	249
Students engaged in contests are not urged to succeed any more than those engaged in regular school subjects.....	80	131	29	240
Pressures are more frequently applied by coaches of nonathletic than athletic contests for students to devote their major energies toward preparation for contests.....	17	58	12	87
If you believe this to be a problem of some importance in your school, please check this question and indicate the kinds of contests in which pressures seem to be most pronounced.....	17	46	7	70
Others.....	4	18	68	90
Number of Schools.....	257	519	125	901

students engaged in contests are not urged to succeed any more than those engaged in regular school subjects; this might imply that in nearly three-fourths of the schools greater pressure for success is placed upon students in connection with participation in extracurriculum activities. Students who are engaged in preparation for a contest tend to neglect their other school subjects, according to the responses in 249 questionnaires. Relatively few, only about 10 per cent, of the principals believe pressures to be applied more frequently by coaches of nonathletic than athletic activities; the vast majority of principals obviously believe the pressures to be about evenly divided among participants in different types of activities. Only 383 principals (42 per cent) are willing to say that pressures are present, but that these are a necessary phase of participation in contests. Fewer than 10 per cent of the principals felt that the problem of pressures was one of some importance in their schools. Of the seventy who indicated this problem was important, forty-three indicated the problem was most serious in connection with music contests, nineteen mentioned athletic contests--mainly basketball--and the remaining eight mentioned other miscellaneous contests. Four principals in comments written on the questionnaires indicated pressure of the type described to be a highly desirable part of the training of young people. Other comments were that pressures came in connection with students' making up classwork they had missed, in keeping their grades high enough to insure their eligibility to participate, and in maintaining the natural desire of both students and coaches to surpass the efforts of other students and coaches.

A fourth problem inherent in participation in interscholastic contests is concerned with the responsibilities assumed by the school for the physical, mental, and moral well-being of students taking part in contests. This problem will be discussed in the next section of this report.

Responsibilities for the conduct of contests and contestants assumed by schools.--Practices with respect to the assumption of responsibility for several phases of the physical, mental, and moral well-being of contest participants were indicated in the replies to the questionnaires tabulated and shown in Tables 52 and 53, applying to athletic and nonathletic contests, respectively. The responsibility most commonly assumed by the schools is providing and paying for transportation to and from contests.

TABLE 52

RESPONSIBILITIES ACCEPTED BY 901 SCHOOLS WITH RESPECT TO
PARTICIPATION IN INTERSCHOLASTIC ATHLETIC CONTESTS

Responsibilities Accepted	Number of Schools Reporting			
	Small	Medium	Large	Total
The school assumes responsibility for providing and paying for transportation to and from contests.....	214	460	99	773
Students who miss time from school while participating in contests are required to make up work they have missed.....	148	350	62	560
The school assumes full responsibility for the physical and moral well-being of participants while away from home.....	125	280	65	470
Before a student may participate, parents or guardians are required to sign a statement waiving all claims against the school in case of injury to participants.....	98	205	91	394
Local citizens or students are asked to assist in providing and paying for transportation to and from some contests.....	60	109	13	182
As a matter of fact, this making up of work is quite ineffective.....	57	91	14	162
A limited amount of spending money is furnished contestants occasionally while they are away from home participating in contests...	7	19	1	27
Others.....	3	16	10	29
Number of Schools.....	257	519	125	901

This is done for athletic contests in 763 (85 per cent) schools and for nonathletic contests in 690 (77 per cent) of the schools. The next responsibility frequently assumed is to require students to make up work missed while away from school participating in contests, required in 560 (62 per cent) of the schools in the case of athletic contests and in 504 (56 per cent) schools in nonathletic contests. It is interesting to note that a relatively large number of schools indicate by implication that they do not require missed work to be made up. About 18 per cent of the respondents

indicate that, as a matter of fact, this making up of work is quite ineffective.

TABLE 53

RESPONSIBILITIES ACCEPTED BY 901 SCHOOLS WITH RESPECT TO PARTICIPATION IN INTERSCHOLASTIC NONATHLETIC CONTESTS

Responsibilities Accepted	Number of Schools Reporting			
	Small	Medium	Large	Total
In most cases the school assumes responsibility for providing and paying for transportation of participants to and from contests....	205	418	77	700
Students who lose time from school while participating in contests are required to make up work they have missed.....	137	307	60	504
The school assumes full responsibility for the physical and moral well-being of the participants while away from home.....	102	247	59	408
When necessary, expenses for board and room of contestants are paid for by the school.....	74	199	40	313
Before a student may participate, parents or guardians are required to sign a statement waiving all claims against the school in case of injury to participants.....	33	99	60	192
As a matter of fact, this making up of work is quite ineffective.....	54	83	10	147
If the band or orchestra, or debate team, or some individual won a local contest, the community would be solicited to provide funds to send the winners to a district, state, or national contests.....	34	78	16	128
A limited amount of spending money is occasionally furnished contestants when they are away from home participating in contests.....	11	17	5	33
Others.....	6	14	5	25
Number of Schools.....	257	519	125	901

The assumption of full responsibility for the physical and moral well-being of participants while away from home is claimed by 470 schools in the case of athletic contests and by

408 for nonathletic contests; about one-half the schools, in other words, do not claim the acceptance of this responsibility. The practice of having parents sign a statement waiving all claims against the school in case of injury to participants is followed for athletic contests in 394 schools and for nonathletic contests in 192 schools.

Communities are sometimes called upon to assume responsibilities in connection with contests. In 182 schools, local citizens or students are asked to assist in providing and paying for transportation to and from athletic contests; the same practice is followed in 128 schools for nonathletic contests.

Insurance provisions relative to participants in extracurriculum activities are shown in Table 54. The practice followed most frequently, reported by 512 (57 per cent) of the schools, is not to carry any insurance other than that carried by those engaged in the transportation of pupils. Insurance covering injuries to participants in interscholastic football, in major sports, or in all interscholastic athletics is carried by nearly 20 per cent of the schools. Insurance covering participants in intramural athletics or in nonathletic contests is rarely carried by the schools. Insurance provided by a state organization of high schools was reported by 183 schools. Comments written in the questionnaires indicated other insurance provisions followed by a small number of schools. Fourteen schools report making insurance available to participants, to be paid by the participants themselves. Four schools report co-operative plans with part of the premium being paid by the participant and part by the school. One school reported a device whereby the gymnasium was rented to adults in the community and the proceeds used to defray the expenses of athletic injuries.

Another responsibility assumed by schools in connection with interscholastic contests is the enforcement of eligibility requirements for participation. Replies from 100 questionnaires were tabulated indicating eligibility requirements followed in the schools. Eligibility requirements seem to be more stringent for athletic than for nonathletic activities. Exactly one-half the schools reported that students must be passing in three-fourths or more of their subjects to be eligible for competition in interscholastic athletics; ten reported students must be passing in all subjects. In nonathletic contests, sixteen reported

students must be passing in three-fourths or more of their subjects while eight indicated students must be passing in all subjects in order to be eligible for participation. A student must not have passed his twentieth birthday in order to compete in athletic contests in one-half the schools and in one-eighth of the schools in nonathletic contests. The same proportion applies to the requirement that students must not have been enrolled more than six or eight semesters in three- and four-year high schools, respectively. In addition to these foregoing eligibility requirements, and complementing them in most instances, state eligibility requirements are reported by 84 of the 100 schools for athletic competition and 28 of the 100 for nonathletic competition.

TABLE 54

INSURANCE PROVISIONS RELATIVE TO PARTICIPANTS
IN ACTIVITIES IN 901 SCHOOLS

Insurance Provisions	Number of Schools Reporting			
	Small	Medium	Large	Total
No insurance, other than that carried by those engaged in the transportation of pupils, is carried.....	160	280	72	512
The insurance is provided by a state organization of high schools.....	50	114	19	183
Insurance covering injuries to participants in all interscholastic athletics is carried.....	43	116	14	173
Insurance covering injuries to participants in interscholastic football is carried.....	51	99	21	171
Insurance covering injuries to participants in major interscholastic sports is carried.....	47	104	18	169
Insurance covering injuries to participants in intramural sports is carried.....	12	38	8	58
The insurance is provided by a group organization of high schools.....	3	11	5	19
Insurance covering possible injuries to participants in nonathletic interscholastic contests is carried	2	6	...	8
Others.....	4	16	6	26
Number of Schools.....	257	519	125	901

Schools also occasionally assume responsibility for granting credit to students for participation in interscholastic activities. Sixteen out of 100 schools reported that credit is given for participation in football, the credit being either one-fourth or one-eighth of a school credit per year. Credit in basketball is reported by eight schools and credit for participating in intramural athletics is reported in four schools. Much more common is the granting of credit for participation in some nonathletic activities. Thirty-eight of 100 schools reported that credit is given for membership in the band, the median amount of credit being 0.5 school credit per year. Twenty-six schools report credit for membership in vocal-music groups, eighteen for participation in publication activities, and twelve for speech activities. In many instances, of course, these data simply indicate curricularization of extracurriculum activities.

Evaluation

1. The burden of participating in interscholastic contests falls heaviest on small schools. These small schools tend to imitate the large ones in the extent of the contest program. This means, of course, that a larger percentage of the students in small schools are involved in contests. On this basis, if there are any evils connected with contests participation, the incidence of these evils will be greater upon the students in small schools. These statements seem to imply the necessity of very strict vigilance on the part of school administrators in small schools with respect to contest participation.

2. The development of intramural sports revealed in the data is very encouraging. Assuming that competitive sports are valuable in the growth and development of young people, even additional opportunities for participation in intramural activities need to be provided. Students of lesser ability and those with relatively less interest in an activity may find pleasure and value in participating in an intramural activity where the social pressures for winning are not so pronounced.

3. As a group, the school administrators in the North Central Association schools are not quite certain with respect to their attitudes toward interscholastic contests. Administrators in small schools are somewhat more favorably disposed toward interscholastic contests than those in large schools. There is

undoubtedly need for further study in an effort to vivify the values and undesirable outcomes from contest participation. There is probably a need in most schools for a keen analysis of the contest program in operation.

4. School administrators need to be more certain of the educational values in interscholastic contests. The data indicate too many factors other than educational values have been influential in organizing contests. The administrator must be constantly on guard against the use of the schools by pressure groups interested in furthering the interests of their own organizations through the use of schoolchildren participating in contests; some evidence of this is indicated in the study. Economic considerations are also likely to influence the program of contests; night football, for example, has proved successful from an economic standpoint although there is some evidence of undesirable accompaniments to participation in the activity. The data do not indicate that night football should necessarily be discontinued; they do indicate that economic considerations may be allowed to overshadow educational values unless the administrator is constantly vigilant to protect the interests of the students in the schools. Similarly, winning contests may become such an impelling motive that coaches and others exert pressures upon participants to the extent that educational values are impaired; there is some indication in the evidence that this may be true in a few cases. This does not imply that winning contests is to be discouraged; it does imply that winning may be allowed to overshadow educational values unless the administrator is constantly vigilant to see that the interests of the students are protected.

5. Individuals charged with the management of extracurriculum activities need to be more aggressive in protecting the physical, mental, and moral well-being of students participating in contests. The data indicate such protection has been given slightly more attention in the case of athletic than in nonathletic activities. In too many cases students are not required to make up work missed while engaged in practicing for or participating in interscholastic contests. The majority of administrators state that they do not assume full responsibility for the physical and moral well-being of students while away from home. While the assumption of this responsibility is obviously impossible in many instances, a problem needing careful study in local schools is

indicated. Whether the school is morally obligated to carry insurance protecting participants is perhaps an open question; acceptance of Principle of Management Number 24 in this chapter would probably imply that insurance should be carried. Relatively few of the schools carry insurance at the present time. Enforcement of eligibility requirements is being followed in most of the schools; however, greater vigilance in the case of nonathletic contests is indicated in the data. The granting of credit for participation is meritorious in that it may be symptomatic of greater care in management. The schools in the North Central Association are doing much to protect the physical, mental, and moral well-being of contestants; that there is need for additional vigilance along these lines is also indicated by the data.

CHAPTER XII

EVALUATION BY LOCAL SCHOOLS

Another index to the effectiveness of the management of extracurriculum activities may be found in the extent to which evaluation of the activity program is carried forward in local schools by those charged with responsibility for management. This section of the report aims to indicate the status of practice with respect to these evaluations.

Principles of Management

Discussed among the principles of management presented in chapter iii are two concerned with evaluation in local schools:

26. The program of extracurriculum activities should receive continuous evaluation in as objective a manner as feasible in all schools.

27. Data secured in the evaluation of the extracurriculum activity program should be implemented so as to produce an improved program.

Status of Practice

Practices directly related to evaluation were revealed in several phases of the study. The 901 individuals who responded to the questionnaire indicated their personal reactions to the program of activities in their schools. Students, alumni, faculty, and parents in the five selected schools were asked to indicate suggestions for improvement in the program of extracurriculum activities in their schools. Data indicating efforts made in the 901 schools included in this study to evaluate the programs of extracurriculum activities in these schools were secured. Those returning the questionnaires were also asked to suggest studies in the area of extracurriculum activities which should be made.

Opinions of school officials relative to the present program of extracurriculum activities.--That the present program is relatively satisfactory in that it is adequate in meeting pupil

needs is the opinion of 340 (38 per cent) of the 901 school officers responding to the questionnaire in this study. These and other reactions are shown in Table 55. Adequacy in terms of number of activities but inadequacy in that there is considerable need for change in the types of activities provided is revealed in 143 schools. In 277 (31 per cent) of the schools, a need exists for expansion of the extracurriculum program to provide more activities. Only 20 of the 901 officials, mainly principals, believe the program is overexpanded and needs curtailment. The other opinions, expressed infrequently, include such statements as the program needs expansion but teaching time is not available, or building space is not available; that there is need for more nonathletic activities, particularly for boys; that there is a need for more activities for nonacademic pupils; and that steps should be taken to curricularize extracurriculum activities.

TABLE 55

PERSONAL REACTION OF PRINCIPALS TO THE PROGRAM OF
EXTRACURRICULUM ACTIVITIES IN 901 SCHOOLS

Reactions of Principals	Number of Schools Reporting			
	Small	Medium	Large	Total
The program is adequate in meeting pupil needs.....	87	204	49	340
The program needs expansion to include more activities.....	87	148	42	277
The program is adequate in terms of number of activities, but there is considerable need for change in the types of activities provided..	72	139	32	143
The program is overexpanded; there is need for curtailment.....	7	13	...	20
Others.....	8	10	4	22
Number of Schools.....	257	519	125	901

Some interesting differences in the replies from respondents in schools of different size may be noted. Relatively fewer of the administrators in small schools state that the program is adequate in meeting pupil needs. No administrator in a large school believes that the program is overexpanded and that there is need for curtailment. Relatively fewer of the administrators

in medium-sized schools believe that considerable need exists for changing the types of activities offered in the program.

Suggestions for improvement in the program of extracurriculum activities.--Students, alumni, faculty, and parents in the five selected schools were asked to indicate criticisms of the extracurriculum program in their different schools. A list of possible criticisms was provided for possible checking and opportunity was provided for writing in other criticisms. Those answering the questionnaires seemed very frank in the criticisms written on the papers; some of the comments are as much as a page in length. The criticisms and the number of times each was checked are shown in Table 56. These data in each instance were tabulated by school, sex, and grade level; however, because the differences in schools and sex in the case of faculty and parents are not significant, these data are combined in the table.

The criticism most frequently given by all groups is that more should be done to encourage students to participate. Almost one-half of the students, nearly three-fourths of the alumni, more than one-half of the faculty, and nearly one-third of the parents believe this encouragement should be given. Twelve hundred and eighty-three students blame their own lack of interest as a criticism. This criticism is second in frequency of mention by alumni and parents also. The criticism ranked second in importance by the faculty and third by the other groups is that positions of responsibility are not distributed evenly throughout the school. The feeling that there is too much emphasis in the school upon the regular subjects and too little upon extracurriculum activities is not held by the faculty in these schools to any great extent; it is, however, by the students, alumni, and parents. That teachers do not take enough interest or spend enough time in sponsoring activities is believed by 624 of the 3,525 students, 113 of 435 alumni, 164 out of 994 parents, and only 35 out of 214 faculty members. That the factor of interest may be more important than time taken is indicated by slightly higher numbers of responses on a similar question regarding faculty interest included in some of the questionnaires through an error. Almost three times as many students who criticize the program think there are too few activities as think there are too many; the respective ratio for alumni is near four to one and for parents three to one. Faculty members, on the other hand, who criticize the

TABLE 56

CRITICISMS OF THE EXTRACURRICULUM PROGRAM LISTED BY
5,168 STUDENTS, ALUMNI, FACULTY, AND PARENTS

Criticisms	Students		
	Boys	Girls	Total
More should be done to encourage students to participate.....	799	955	1754
Students do not take enough interest in activities.....	611	672	1283
Positions of responsibility in activities are not distributed evenly throughout the school.....	420	613	1033
In general, there is too much emphasis in the school on the regular school subjects and too little on extracurriculum activities.....	456	490	946
Teachers do not take enough interest or spend enough time in sponsoring extracurriculum activities	358	266	624
Too few activities are provided by the school.....	316	220	536
Too much emphasis is placed by the school upon participation in activities.....	155	149	304
Too many extracurriculum activities are provided by the school.....	94	97	191
Students get unduly excited over participation in activities.....	97	74	171 ^a
The faculty are not sufficiently interested in extracurriculum activities.....	70	29	99 ^e
Number Filling Out Questionnaire...	1715	1810	3525

^aBased on 2,142 replies only from Schools A, B, C, and E.

^bStatement was omitted through error from the questionnaire.

^cBased on 56 replies only from Schools B and E.

^dBased on 937 replies only from Schools A, B, C, and E.

^eBased on 1,386 replies only from School D.

TABLE 56—Continued

Alumni			Faculty	Parents	Total
Men	Women	Total			
153	142	295	121	319	2489
115	105	220	68	265	1836
96	101	197	91	213	1534
72	60	132	20	197	1295
66	47	113	35	164	936
64	44	108	19	145	808
20	30	50	29	70	453
13	13	26	32	48	297
...	...	... ^b	28 ^c	94 ^d	....
90	60	150	46	... ^b	....
221	214	435	214	994	5168

program think there are too many activities by a ratio of nearly two to one. Of course, the majority in all groups obviously consider the existing program satisfactory in terms of number of activities provided. The great majority also believe, by implication, that too much emphasis is not placed by the schools upon extracurriculum activities since only 453 out of 5,168 stated that there was too much emphasis.

The criticisms written on the questionnaires by the different groups were varied and no particular one was mentioned frequently. Criticisms written by students were these: activities should be better advertised; opportunities for executive positions should be made more numerous; requirements for belonging to certain clubs should be made easier; teachers assign so much homework that there is no time for participation (mentioned forty-eight times); officeholders receive too much attention at the expense of the members; race and color should not be a barrier to keep students from joining clubs; an activities period should be provided; more clubs should be organized that do not have intellectual requirements; there should be more co-operation among all the members of an activity in order to get more done; teachers should stay in the background more in planning and operating activity programs; a student poll should be prepared to decide what activities should be provided; more variety should be provided in the meetings of the activities; all organizations should have special tasks to perform (mentioned as not having any functions were the Honor Society and Boys' Club); teachers allow some students to boss other students unnecessarily; steps should be taken to break traditions of "once a leader always a leader" developed by some students; clubs do not meet frequently enough to hold interest; too much emphasis is placed upon sports; "outlandish" initiations practiced by some clubs should be abolished; and club programs should be planned so that all the members have a chance to do something.

Alumni offered no criticisms not mentioned by students. These criticisms were offered by the faculty members: activities are not evenly divided among the faculty; college preparatory students should not be permitted to participate in activities unless they have high grades; after-school Latin and typing assignments keep students from attending activity meetings; too much emphasis is placed upon music and athletics; too much time of the

teacher is spent in sponsoring activities; the extracurriculum activity program is not as well supervised as the regular program; students who would benefit most from activities seldom join; adequate building facilities have not been provided; activity sponsorship sometimes causes jealousies among teachers; and the teaching load should include consideration of extracurriculum activities as well as guidance and regular classroom duties.

The following criticisms were presented by parents in addition to those checked on the questionnaire: activities should be scheduled so that children will not be late to dinner; restrictions on race and color should be abolished; students should be forced to take more initiative in managing activities; more time should be given for creative work in connection with activities; more emphasis should be placed upon correct speech; activities should not be scheduled at night; the athletic program is too heavy; teachers should supervise students in order to develop social and vocational interests; events should be scheduled more carefully in order to avoid conflicts; and more emphasis should be given activities, such as intramural athletics, designed for students with lesser abilities.

The foregoing criticisms, even though each was given only once or twice, indicate in practice some of the difficulties which are encountered in the extracurriculum program. Considered with the checklist of criticisms, they present additional data which may be used in evaluation of the extracurriculum program.

Efforts to evaluate programs of extracurriculum activities.--Studies made in local school systems were reported in the questionnaires. In 394 schools of the 901 (44 per cent), no specific steps in evaluation have been taken; there were no significant differences among different-size groups. The type of evaluation made most frequently has been a study relative to the extent of participation in the different activities; this was reported in 252 (28 per cent) of the schools. In 186 schools, a study has been made of the opinions of sponsors with respect to how well the objectives of the program were being realized. Students have been asked to indicate in a formal questionnaire the values they have received from different activities in 101 (11 per cent) of the schools. These data are shown in Table 57. The other studies reported in thirteen schools were all described as informal discussions in faculty meetings relative to the success of the program.

TABLE 57

STATUS OF EVALUATION OF EXTRACURRICULUM
ACTIVITIES IN 901 SCHOOLS

Types of Evaluation Made	Number of Schools Reporting			
	Small	Medium	Large	Total
No specific steps in evaluation have been taken.....	146	248	60	394
A study has been made relative to the extent of participation in different activities.....	56	157	39	252
A study has been made of the opinions of sponsors with respect to how well the objectives of the program were being realized.....	45	123	18	186
Students have been asked to indicate, in a formal questionnaire, the values they have received from different activities.....	17	65	15	101
Teachers have been asked to indicate good and bad outcomes of the program and these replies have been tabulated.....	23	54	9	86
A study has been made to determine the effects of participation in extracurriculum activities upon success or failure in the regular curriculum of the school.....	16	39	8	63
Parents and patrons have been asked to indicate their opinions with respect to the value of the program and these replies have been tabulated.....	12	33	5	50
A study has been made to determine the opinions of alumni with respect to the value of the extracurriculum program.....	8	28	8	44
A study has been made among alumni to determine the "carry-over" between participation in school activities and participation in adult activities.....	2	21	3	26
A study has been made to ascertain how much time is lost annually by participants in contests.....	4	18	1	23
A study has been made to ascertain the reaction of employers of alumni toward the effectiveness of the extracurriculum program.....	1	8	1	10
Other statements.....	4	7	2	13
No reply.....	22	43	16	81
Number of Schools.....	257	519	125	901

Those replying to the questionnaires were also asked to indicate the results of evaluation studies made in local schools. The replies, shown in Table 58, indicate the most frequent result to have been that greater emphasis was placed upon securing wider participation in activities by the student body, indicated in 207 schools. In 105 schools regulations were adopted limiting the participation of certain individuals and groups. More emphasis was given nonathletic activities in 123 schools. In eighty-four schools, there was little actual influence upon the program as a result of the studies. Such results as closer supervision of sponsors, changes in types of activities, increase in total number of activities, and a decrease in number of activities occurred

TABLE 58
RESULTS OF EVALUATIONS REPORTED BY 901 SCHOOLS

Results of Evaluations	Number of Schools Reporting			
	Small	Medium	Large	Total
Greater emphasis was placed upon securing wider participation in activities by the student body.....	48	135	24	207
More emphasis was given to nonathletic activities.....	36	76	11	123
Regulations were adopted limiting the participation of certain individuals or groups.....	19	70	16	105
As a matter of fact, there was little actual influence upon the program.....	18	56	10	84
There was considerable increase in the total number of activities....	11	29	10	50
The work of activity sponsors was more closely supervised.....	7	24	7	38
There was considerable change in the type of activities offered.....	4	19	4	27
There was considerable decrease in the total number of activities....	3	4	1	8
Others.....	1	3	1	5
Number of Schools.....	257	519	125	901

infrequently. In comments written on the questionnaire, one respondent described the formation of a permanent faculty-student senate to supervise the extracurriculum program as a result of

the study. The other four respondents indicated a general increase in alertness for problems on the part of the faculty as a result.

Studies proposed by school officials.--In order to bring emphasis to problems faced in local schools, the school officials, mainly principals, who filled out the questionnaires were asked to indicate suggestions for studies to be made by the North Central Association. The following studies were proposed: see what the students themselves think of the extracurriculum program; what types of records should be kept of participation in extracurriculum activities; how may the benefits of extracurriculum activities be incorporated into regular classroom programs; why do some students refrain from participation in extracurriculum activities; what types of assembly programs are most effective; what is a reasonable load for teachers in sponsoring extracurriculum activities; how does participation in extracurriculum activities affect emotional development; how should teachers be trained for sponsoring extracurriculum activities; should pupils with below-average grades be permitted to hold office; does an extensive extracurriculum program in a school indicate a narrow conception of the curriculum; to what extent are churches and youth organizations providing programs similar to school extracurriculum programs; how may better plans for financing activities be developed; should contests be judged on the basis of first, second, and third places or on a basis of ratings of efficiency; how much time and money are spent on music contests; does leadership in school persist in after-school life; and how may an adequate extracurriculum program be provided in a school enrolling 100 students.

Evaluation

1. That the majority of the secondary-school administrators are aware of the need for evaluation and are making general evaluations is indicated in the data which show that only slightly more than one-third are satisfied with the existing programs of extracurriculum activities in their schools. Dissatisfaction with the status quo is fundamental to evaluation.

2. The data indicate relatively simple evaluations which may be made in local schools. Criticisms of the program by students, alumni, faculty, parents should be considered in evaluating the program. These criticisms imply the need for action on the

part of administrators of extracurriculum programs.

3. A need exists for the evaluation of the activity program in most of the schools. The data in this study indicate that few schools have made an organized effort to evaluate the program locally. Most evaluations have been very largely subjective in nature.

4. Results of evaluations need to be carefully implemented. The evidence points to emphasis being placed upon wider participation as the principal effect of local evaluation efforts. There is little indication that the guidance organizations of schools were mobilized to implement the recommendations. Similarly, there is little indication that improved supervision of the program resulted or that there was much change in the nature of the program offered. Evaluation without implementation of the recommendations is incomplete.

5. The studies proposed by school administrators indicate other possible types of evaluation which might be made in local schools. Many of the studies proposed have already been made and are reported in this study. Data on some of the other topics are provided in this study. Some of the studies proposed would make excellent topics for discussion and study by the students and faculty in local schools.

CHAPTER XII

SUMMARY AND CONCLUSIONS

The management of extracurriculum activities constitutes one of the important responsibilities of school administration. The present study was undertaken in order to evaluate certain practices of management of extracurriculum activities in the public high schools of the North Central Association of Colleges and Secondary Schools. The practices revealed in the study were evaluated in relation to twenty-seven principles of management derived from a study of the literature pertaining to extracurriculum activities. Data pertinent to practices were secured from questionnaires returned by administrative officers in 901 North Central Association high schools and from additional questionnaires and interviews secured from students, faculty, alumni, and parents in five selected schools.

Status of Extracurriculum Activities

Extracurriculum activities today are not only tolerated in schools, but in most of them are encouraged by school administrators. The study of Galen Jones revealed the past two decades as having been the most important period in the growth of extracurriculum activities. The status of extracurriculum activities was first studied extensively in 1926 by a committee headed by Koos in the preparation of a yearbook of the National Society for the Study of Education. The most extensive survey of the status of extracurriculum activities made previous to the present study was that undertaken in connection with the National Survey of Secondary Education, published in 1932. An extensive report of pupil opinion relative to extracurriculum activities was provided by Eells in 1938 as a part of the Cooperative Study of Secondary School Standards. Many studies relative to the status of certain activities have been made from time to time by different individuals and groups. Studies of extracurriculum activities sponsored by the North Central Association previous to this investigation

have been concerned with values inherent in extracurriculum activities, the relation of athletics to the high-school program, and an analysis of ninth-grade subjects and activities. All the foregoing investigations pertinent to the status of extracurriculum activities reveal the significant position of these activities in the secondary-school program.

Characteristics of the Program in Operation

Although the data indicate general observance of democratic procedures in the development of an extracurriculum activity program in the North Central Association schools, many schools do not have specific procedures established so that students and faculty may know exactly how new activities are introduced or old activities continued. There exists also in many schools a need for definite procedures of centralized management over the activity program so that balance among different types of activities provided in the school may be more easily maintained. Regular procedures for continuous evaluation of the existing program through asking participants for recommendations relative to the continuance of each activity are found in only one-sixth of the schools, indicating a need for the establishment of these procedures in many other schools. The characteristics of the program are determined to no small degree by the specificity of the procedures established for inaugurating and continuing the different activities.

The existing programs of extracurriculum activities tend to meet the needs of pupils with certain abilities and interests already developed; rarely are activities planned for those students having lesser abilities or undeveloped interests. More activities designed for students of lesser ability of one type or another or for those who have not developed particular interests need to be introduced.

The majority of the schools follow such accepted practices as scheduling activities on school premises, mainly during the daytime rather than at night, and of holding interscholastic contests on nights not followed by a school day. The majority of the schools do not provide an "activity period" during the school day. Thus it is difficult and frequently impossible for students who must work after school or travel long distances to participate in the activity program.

Activity meetings are characterized by the participation

of a relatively small proportion of the membership. Work- or activity-type programs in which groups of students work together on some project of common interest need to be developed. The programs of activities should also be characterized by service to others in the school and community.

Although the characteristics of the program of activities in operation in most of the schools are desirable ones, there exists in many others need for some of the revisions in practice indicated.

Administration and Supervision of Activities

Those responsible for the development of organization plans and procedures for management in North Central Association high schools have, in the main, given relatively little attention to organization for administration and supervision of extracurriculum activities. A policy-making body, representative of students, faculty, and administrative officers, needs to be developed in most of the schools in order to provide for continuous planning, direction, and evaluation of the extracurriculum activity program. Parents and alumni might also be represented on this policy-making body. Some competent member of the faculty should be designated the executive head of the extracurriculum program to oversee the carrying forward of the policies formulated by this legislative group. Such an organization for the management of activities is a rarity among the schools studied.

Supervisory relationships between activity sponsors and those charged with management need to be more clearly defined. The data presented in the study indicate the absence of clearly defined supervisory relationships in many cases. Reports from sponsors are not regularly requested and consultations between sponsors and supervisors are seldom or irregularly held.

Extracurriculum Finance

The average cost of extracurriculum activities per pupil in average daily attendance as reported in this study is \$5.91, 55.2 per cent of which is for athletic and 44.8 per cent for non-athletic activities. These data do not include personal expenditures of pupils while participating in activities. The amount of money involved in the management of extracurriculum activities is sufficiently large to justify very rigorous accounting procedures

in handling funds. Although in the majority of schools such practices as buying on the basis of requisitions, paying for goods by check only, issuing duplicate receipts to pupils for funds deposited with the school treasurer, and the maintaining of adequate filing systems for records of purchases, are being followed, there are many schools in which these practices are not being adhered to completely. Considerable need exists in many schools for revisions in auditing procedures. The funds in relatively few schools are audited by competent professional auditors from outside the school system.

Financial support for student activities comes largely from private rather than public sources. Boards of education need to be made more cognizant of the values in extracurriculum activities and the problems of management so that funds for the partial or total support of activities may be appropriated specifically from the general school budget. Actually, the board of education in very few of the schools appropriates money directly for the support of extracurriculum activities.

Student Participation in Activities

That many students, particularly students in the lower classes and especially boys in all classes, participate to a very limited degree in extracurriculum activities is indicated by the data pertaining to student participation in activities. The evidence also indicates a need in many schools for the more careful utilization of a variety of devices for informing students about activities and stimulating interest in participation. Such practices as the issuing of a special extracurriculum activities bulletin, developing planned publicity for activities in school and community newspapers, stimulating interest through assembly programs, encouraging students to visit activity meetings, and the like, should be followed in the schools where they are not found at the present time. In most schools, sponsors and guidance functionaries should be more aggressive in their efforts to secure participation on the part of individual students.

The consensus of students, alumni, and parents represented in this study is that the amount of time and energy given to activities is either about right or too little. This consensus seems to imply, therefore, the necessity for eliminating, in so far as possible, factors which tend to limit or hinder more com-

plete participation on the part of students. Some of these limiting factors indicated in the study are the lack of necessary ability or skill, out-of-school work or activities, interference with regular school work, lack of student interest, ineffective sponsorship, presence of controlling cliques, and others. That there are ways of limiting the operation of these undesirable factors is obvious. Activities for those of lesser ability or skill may be provided; activities may be scheduled in part during the regular school day; the relationships between regular-curriculum and extracurriculum activities in terms of the stated objectives of the school may be more clearly defined; activity programs may be re-evaluated in terms of plans, sponsorship, organization, and controls.

The lack of carefully planned programs for assisting students in the selection and training of leaders is a characteristic of the activity program in a majority of the schools. Qualifications for leaders should be pointed out by means of a special bulletin, the school handbook, special assembly, or similar device. All activity leaders should be given training by some competent member of the staff so that they may be more effective in their leadership and may develop personally as leaders.

Relatively meager records of student participation in extracurriculum activities are kept in most of the schools. Simple records of attendance do not provide adequate assistance to guidance officers in answering queries regarding students from colleges and prospective employers relative to the participation of students in extracurriculum activities. Records are needed not only of membership and attendance, but also of some indication of the quality of participation provided by the sponsor and president of the organization or by a committee; participation must be qualitative as well as quantitative.

Faculty Sponsors of Activities

The sponsors of nonathletic activities are usually selected by the principal. The fact that in many schools sponsors of athletic activities are selected by some other official indicates an assumption that athletic activities should be considered from a different point of view from that accorded nonathletic activities. Because administrative responsibility is usually associated with power of appointment, it would seem desirable that the school

principal have equal status in the selection of athletic and non-athletic activity sponsors; acceptance of this practice would likely provide greater co-ordination and balance in the activity program.

The importance of an adequate in-service training program for sponsors is indicated by the data showing relatively little previous training possessed by sponsors in directing extracurriculum activities; actually such training and experience are not regarded as essential qualifications for sponsors by a majority of the administrative officers in this study. Possession of interest in the activity, held to be the most important qualification for sponsorship, does not necessarily imply competence. Most sponsors would probably benefit materially from the utilization of a variety of supervisory techniques designed to upgrade their effectiveness as sponsors.

Most teachers are expected to sponsor extracurriculum activities; however, in one-half of the schools sponsorship of extracurriculum activities is not considered a part of the class teaching load. Because some teachers are more skilful in sponsoring extracurriculum activities, the load of sponsorship for these teachers is likely to be relatively heavy. If those charged with management in the schools decide to give certain teachers heavier extracurriculum loads, the class teaching loads of these teachers should be correspondingly lightened.

The data suggest that most sponsors have an acceptable concept of their duties in relation to the activities they sponsor; however, there are some cases in which the sponsor takes too much or too little part in the activity programs. The sponsor should bear an advisory rather than a dictatorial relation to the membership of the activity being supervised.

There is some evidence that community pressures upon sponsors to produce winning teams or contestants do exist in some communities although the evidence is not overwhelming in that direction. Education of the community to an acceptance of the true potential values in extracurriculum activities should be an accepted responsibility of those charged with the management of the program.

Values Derived from Participation in Activities

Students, faculty, alumni, and parents indicate a wide variety of values which they believe result from participation in

activities. The data are significant in that possible changes in practices of management to secure greater benefits are indicated. Relatively few students indicate that participation in activities brings about a greater interest in their city, that they gain in ability to be a good presiding officer, or that they receive vocational values, skills in handling group relationships, interest and knowledge in care of health and personal appearance, development of tolerance, and values for leisure-time occupation. Changes in management so that these desirable values may be realized more fully seem to be indicated by the evidence.

In view of the fact that a positive relationship exists between holding office and the number of values students believe they receive from participation in activities, plans should be devised for securing a greater spread in leadership opportunities among the students. Limiting the number of offices which a student may hold at a given time will cause a greater number of different students to hold office. Organizing activities so that more opportunities for leadership are presented through working committees will also provide potentially for the receiving of increased benefits.

The data indicate that teachers who sponsor activities see in activities greater values than those teachers who are not activity sponsors. Assuming these values to be worth while, it would seem desirable, therefore, that as many teachers as possible be given some responsibilities in the extracurriculum program. Those who are least effective as sponsors should be given minor responsibilities and their effectiveness upgraded through supervision.

Undesirable Outcomes from Participation in Activities

The presence of undesirable outcomes from participation should indicate a need for positive action on the part of those charged with management of activities in order to minimize these outcomes. Three undesirable outcomes, each of which was mentioned by more than 10 per cent of the students, should receive particular attention. Organizations should be managed in such a manner that control by small groups or cliques is very difficult; when participation interferes with regular school work, the difficulty should be remedied by those charged with guidance responsibilities

in the school; if jealousies are caused among students, this may indicate a need for greater variety in the program in order to provide a greater number of outlets for student accomplishment, or it may indicate a need for changes in the internal organization of the activity. Students should be asked from time to time to indicate activities which they consider unprofitable and the reasons for their opinions analyzed carefully.

Interscholastic Contests

The burden of participating in interscholastic contests falls heaviest on small schools because of the tendency in these schools to follow the pattern of contests engaged in by the large schools even though there are a smaller number of students and lesser resources in terms of instruction personnel, financial support, and supplies and equipment in the small schools.

The evidence is not conclusive with respect to the opinions of school administrators in regard to the prevalent program of interscholastic contests; administrators in small schools are somewhat more favorably disposed toward contests than those in the large schools. There is probably implied in the data the desirability of more searching study in local schools of the effects of contest participation upon students, faculty, and other resources.

School administrators need to be more concerned over the educational values in interscholastic contests. The possibility of use of the schools by pressure groups attempting to further the interests of their own group through the use of schoolchildren must be recognized; there is some evidence that this has occurred. Economic considerations may also assume a place paramount to educational objectives; there is evidence, for example, that night football has had some undesirable educational accompaniments in some schools even though it is almost universally financially more successful than the daylight game. Considerations of winning games or contests may also become so paramount in the minds of coaches, students, and community that educational values may be overshadowed in part. These objections are all potential, according to the data; the school administrator must guard against their becoming so strong as to interfere with the realization of educational values in extracurriculum activities.

That school administrators need to be more concerned over the physical and mental well-being of students participating in

contests is shown by the data in the study. In too many cases students are not required to make up work missed while taking part in contests. Carrying insurance protecting contestants is not followed by a large number of the schools. The problem of the acceptance of responsibility for the physical and mental well-being of students away from home is one meriting further study. Until better answers are found to these problems, the program of participating in interscholastic contests may be considered one of questionable procedure.

Evaluation by Local Schools

That the majority of secondary-school administrators are aware of the need for evaluation and are making superficial evaluations, is indicated in the data which show that only slightly more than one-third are satisfied with the existing programs of extracurriculum activities in their schools; dissatisfaction with the status quo is fundamental in evaluation.

Relatively few of the schools have undertaken systematic evaluations of the activity program. Criticisms of the program should be sought from all interested groups. The extent of participation and the effects of participation should be studied as objectively as possible. The general results should be evaluated in terms of the stated purposes of the program.

The guidance services of the schools need to be mobilized to implement the results of evaluation. There is little evidence that guidance organizations have been mobilized adequately in improving the program. There is similarly little evidence that evaluation has resulted in improved supervision, better records, or greater variety in the offering. Evaluation without implementation of the recommendations is incomplete.

Conclusions

The purpose of this study has been to survey the status of practice with respect to different aspects of the management of extracurriculum activities in North Central Association high schools so that the trend of practices might be revealed to administrators in local school systems. The data presented reveal many practices which harmonize with the principles of management advanced by writers in the field of extracurriculum activities; similarly, evidence suggesting needed revisions in practice has

been provided by the study. On the basis of these data, three conclusions, expressed here in terms of needs, seem to be warranted: the need for more precise definition of the place and function of extracurriculum activities in the educational program; the need for increased concern over the management of extracurriculum program; and the need for continuous evaluation.

Need for more precise definition of the place and function of extracurriculum activities.--That all phases of the educational program should contribute something worth-while toward the realization of accepted educational objectives or else be abandoned seems a truism. That extracurriculum activities must be justified on the same basis also seems axiomatic. The problem lies in determining the place and function of extracurriculum activities in contributing to the realization of the objectives of the educational program.

The need for more precise definition of the place and function of activities is shown in different ways by the findings of the study. Activities have tended to develop for those students already possessing certain interests and skills rather than for those who are most in need of developing these interests and skills. Activities may be scheduled at such times as to make it difficult and often impossible for some students to participate in them. Activity meetings are characterized by the participation of a relatively small proportion of the membership. The extent of participation in extracurriculum activities varies widely among the different grade levels in the schools, between boys and girls, and in schools of different size. There is considerable disagreement relative to the amount of time and energy given to extracurriculum activities. Little emphasis is given the training of activity members and leaders in most of the schools. Relatively meager records of student participation in activities are kept in a majority of the schools. There is little evidence indicating tendencies of boards of education to assume responsibility for the total financial support of the program. Little uniformity exists in changing number of classes taught by sponsors of extracurriculum activities. There is some indication that contests are entered because of certain pressure groups rather than due to educational merit.

As the findings presented in this report are studied by those responsible for managing the extracurriculum program, and

other factors are considered in the light of needs in local schools, many possible improvements in the present program will likely appear desirable in harmony with the adopted definition of the place and function of extracurriculum activities. It is not the purpose of the present study to formulate such a definition; that should be the task of educational workers in the different schools. The North Central Association of Colleges and Secondary Schools, through its committees and state organizations, might well direct the attention of educational workers toward this need of more precise definition.

Need for increased concern over the management of the extracurriculum activities program.--One of the problems which prompted the present study was concerned with the appropriateness and adequacy of the provisions for the management of activities. This problem was based upon the assumption that the effectiveness of the program is influenced considerably by practices of management.

Several findings in the present study indicate need for increased concern relative to the management of the extracurriculum program in North Central Association high schools. Procedures for inaugurating and disbanding activities are not definitely organized in many schools. Care has often not been taken to schedule activities at times which would allow all students the privilege of participation. Planning and executive responsibility for the management of the program have not been clearly defined and organized in many cases; at least, there exists considerable diversity in procedures even among schools of similar size. Supervisory relationships between activity sponsors and those charged with management need to be more clearly defined in many instances. In a considerable portion of the schools provisions for the management of activity finances need refinement. In relatively few of the schools does the guidance organization function adequately in interesting and adjusting students in the extracurriculum activities program. Procedures of management need to be developed in most schools in order to limit, in so far as possible, factors which prevent students from participating in activities, to insure the maximum benefits from participation, and to prevent as many undesirable outcomes as possible. Interscholastic contests should be managed so that worthy benefits accrue to the participants, school, and community; the data indicate these results may not

always be achieved.

The workers in each school may well consider the procedures for management in the light of the findings of this study. In many schools the establishment of a policy-forming body composed of students, faculty, and parents--with an administrative head, possibly known as director of extracurriculum activities--may be feasible. In most North Central Association high schools there is need for increased concern over the management of the extracurriculum activities program.

Need for continuous evaluation of the extracurriculum activities program.--Assuming that evaluation is a necessary prerequisite for constructive criticism, the schools of the North Central Association need continuous evaluation of the activity program in order to secure improvements in the program.

Relatively few of the schools have undertaken systematic evaluations of the activity program. Participants are asked regularly for recommendations relative to the continuance of different activities in only a small minority of the schools. Reports from sponsors are not regularly requested and consultations between sponsors and supervisors are seldom held. Relatively meager records of student participation in extracurriculum activities are kept in most of the schools. Qualitative records of participation are almost entirely lacking. Studies of extent of participation, opinions of sponsors, students, alumni, and parents relative to the extent to which objectives of the program are being realized, relationships between participation in activities and work in other phases of the educational program, extent of carry-over between participation in high school and after leaving school, and the like, have been made in very few of the schools.

The findings indicate considerable need in these North Central Association high schools for continuous evaluation of the extracurriculum activities programs in the local schools. Care must be exercised continuously in order that the objectives of the program as defined by the schools may be realized to the fullest extent possible.

In view of the extensiveness of the extracurriculum activities program in North Central Association high schools, it is believed that data of the type presented in this study are needed for guidance in the effective management of the program. It is apparent that the quality of services rendered by the program may

be conditioned considerably by the effectiveness of the management. This study, therefore, represents an effort to contribute to the development of better administrative practices in the management of extracurriculum activities in North Central Association high schools. Because these schools represent accredited schools in twenty of the forty-eight states, stretching over a considerable portion of the United States, the findings doubtless have implications for all high schools.

The limitations of the study have been discussed in foregoing divisions of the report. Because of limitations of resources not all possible phases of extracurriculum activities have been studied in this investigation. The concern of the study has not been with an evaluation of the extracurriculum activity movement but rather with an evaluation of the practices of management of the program. The practices of management studied were those concerned with the over-all management of the program rather than with the management of specific activities. The evaluations are based upon principles of management subjectively derived from the writings of individuals who have achieved some authoritative status in the field. The data revealing the status of practice were secured largely from questionnaires. These limitations have been kept in mind in making the recommendations included in this chapter.

For the future are left such studies as the effects of different practices of management of extracurriculum activities upon different phases of child growth and development or upon the adjustment of the pupils to the social order. The present study has fulfilled its major purpose if it has revealed practices which will enable school administrators to discover steps which may be taken to improve the management of the extracurriculum activities program in the schools they administer.

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APPENDIX A

SCHEDULE A OF QUESTIONNAIRE ANSWERED AND RETURNED
BY ADMINISTRATORS IN 901 PUBLIC HIGH SCHOOLS
OF THE NORTH CENTRAL ASSOCIATION

SCHEDULE A

EXTRA-CURRICULUM ACTIVITIES IN SECONDARY SCHOOLS OF THE NORTH CENTRAL ASSOCIATION

Name of school _____ City _____ State _____

Enrollment, 1938-1939 _____ Average daily attendance, 1938-1939 _____

Grades included in the school (encircle) 6 7 8 9 10 11 12 13 14

Name of person filling in this questionnaire, _____

Position in school _____ Date _____

PART I

DIRECTIONS: The following questions are to be answered by checking one or more (as ascertained by the particular question being considered) of the answers provided. It is hoped that the answers provided will be adequate in most cases; however, in the event that you are unable to give an adequate reply by this method of checking, space has been provided for writing in other answers.

THE PROGRAM

1 What is your personal reaction to the program of extra-curriculum activities in your school?

- 1 The program is adequate in meeting pupil needs.
- 2 The program needs expansion to include more activities.
- 3 The program is adequate in terms of number of activities, but there is considerable need for change in the types of activities provided.
- 4 The program is over-expanded; there is need for curtailment.
- 5

2 Who decides whether a given activity should be included in the program of the school? (you may check more than one answer if necessary)

- 1 An activity must be suggested by the principal or some member of the faculty.
- 2 New activities are usually suggested by the principal or some member of the faculty.
- 3 An activity is included when a specified number of students petition for it.
- 4 All activities must be approved by the principal before they are included.
- 5 Activities must be approved by the Director of Extra-curriculum Activities or other functionary having similar duties.
- 6 All activities must be approved by the student council.
- 7 A combination of 1 and 3 is necessary.
- 8 A combination of 3 and 4 is necessary.
- 9

3 How is it determined whether a given activity should be continued in the program? (check several if necessary)

- 1 Participants are asked at the close of the year for recommendations.
- 2 Sponsors fill out a blank at the close of the year with specific recommendations.
- 3 Activities are automatically continued unless there is a definite recommendation that they be discontinued.
- 4 Interscholastic athletic activities must pay their way in order to be continued.
- 5 Some activities are continued on the basis that they are good for the students even though there is little student interest in them.
- 6 Decision as to whether an activity should be continued is made by the authority that decided whether it should be included in the first place (see Question 2).
- 7

4 Which of these statements may be made relative to the time and place of activity meetings?

- 1 Excepting for interscholastic contests, activity meetings are practically all held during the school day (meaning the hours during which the school is normally open during the daytime).
- 2 Night meetings of activities are rather frequent.
- 3 Interscholastic contests are very seldom or never scheduled on nights preceding a school day.
- 4 Interscholastic contests occasionally are held on nights preceding a school day.
- 5 Many activity meetings are held during a regularly scheduled "activities period."
- 6 Excepting for interscholastic contests, activity meetings are practically all held on the school premises.
- 7 There are no definite regulations relative to whether or not activities shall meet on school premises.
- 8

ADMINISTRATIVE RELATIONSHIPS

5 Who is the administrative head of the extra-curriculum program?

- 1 Superintendent of Schools
- 2 Principal
- 3 Assistant Principal
- 4 Director of Extra-curriculum Activities
- 5 Faculty Committee
- 6 Faculty-Student Committee
- 7 Dean of Boys
- 8 Dean of Girls
- 9

6 To whom is this administrative officer directly responsible?

- 1 Board of Education
- 2 Superintendent of Schools
- 3 Assistant Superintendent
- 4 Principal
- 5 Assistant Principal
- 6 Faculty Committee
- 7

7 To whom does the administrative officer listed under Question 5 delegate administration and supervision of the program?

- 1 No one
- 2 Assistant Principal
- 3 Director of Extra-curriculum Activities
- 4 Faculty Committee
- 5 Faculty-Student Committee
- 6 Individual sponsors
- 7

8 Who appoints the sponsors of non-athletic activities?

- 1 The same officer as checked under No. 5. (If this is true, do not check any other responses)
- 2 Superintendent of Schools
- 3 Principal
- 4 Assistant Principal
- 5 Director of Extra-curriculum Activities
- 6 Faculty Committee
- 7 Faculty-Student Committee
- 8 Dean of Boys
- 9 Dean of Girls
- 10

- | | |
|---|---|
| 12 Head football coach | a. ☐ b. ☐ c. ☐ d. ☐ e. ☐ |
| 13 Assistant football coach | a. ☐ b. ☐ c. ☐ d. ☐ e. ☐ |
| 14 Basketball coach | a. ☐ b. ☐ c. ☐ d. ☐ e. ☐ |
| 15 Baseball coach | a. ☐ b. ☐ c. ☐ d. ☐ e. ☐ |
| 16 Director of intramural athletic program | a. ☐ b. ☐ c. ☐ d. ☐ e. ☐ |
| 17 Debate coach | a. ☐ b. ☐ c. ☐ d. ☐ e. ☐ |
| 18 Coach of a class play or major dramatic presentation | a. ☐ b. ☐ c. ☐ d. ☐ e. ☐ |
| 19 Publications advisor | a. ☐ b. ☐ c. ☐ d. ☐ e. ☐ |
| 20 Director of school band | a. ☐ b. ☐ c. ☐ d. ☐ e. ☐ |
| 21 Director of school orchestra | a. ☐ b. ☐ c. ☐ d. ☐ e. ☐ |
| 22 Director of glee club | a. ☐ b. ☐ c. ☐ d. ☐ e. ☐ |
| 23 Director of Assemblies | a. ☐ b. ☐ c. ☐ d. ☐ e. ☐ |
| 24 Sponsor of one club | a. ☐ b. ☐ c. ☐ d. ☐ e. ☐ |
| 25 Sponsor of two clubs | a. ☐ b. ☐ c. ☐ d. ☐ e. ☐ |
| 26 Senior Class sponsor | a. ☐ b. ☐ c. ☐ d. ☐ e. ☐ |
| 27 Junior Class sponsor | a. ☐ b. ☐ c. ☐ d. ☐ e. ☐ |
| ..... | a. ☐ b. ☐ c. ☐ d. ☐ e. ☐ |
| ..... | a. ☐ b. ☐ c. ☐ d. ☐ e. ☐ |

9 Who appoints the sponsors (Directors) of athletic activities?

- 1 The same officer as checked under No. 5. (If this is true, do not check any other responses)
- 2 Superintendent of Schools
- 3 Principal
- 4 Assistant Principal
- 5 Director of Extra-curriculum Activities
- 6 Faculty Committee
- 7 Faculty-Student Committee
- 8 Dean of Boys
- 9 Dean of Girls
- 10

- (28) What would be the reaction in your community toward continuing the employment of a sponsor of an interscholastic activity whose teams or contestants were unsuccessful in winning more than half the time? For each of the activities mentioned below, check a, b or c as follows:

- a. if there would be widespread demand for replacement with a sponsor whose teams or contestants had been more successful.
- b. if there would be some adverse criticism of the sponsor, but no widespread demand that he be replaced.
- c. if there would be no community concern over the success or failure of the teams or contestants.

SPONSORS

10 In the selection of sponsors, which of these qualifications are actually considered as being desirable?

- 1 Previous experience in sponsoring extra-curriculum activities.
- 2 Previous experience in sponsoring the particular activity for which the sponsor is being selected.
- 3 Specific training in sponsoring extra-curriculum activities.
- 4 Specific training in sponsoring the particular activity for which the sponsor is being selected.
- 5 Special interest in the activity being sponsored.
- 6 Special ability to perform required duties in connection with sponsoring the activity.
- 7 Individual is engaged in teaching a subject related to the activity.
- 8 Many pupils have requested that a particular individual be selected.
- 9 Ability to interest faculty and pupils in a given project.
- 10

- | | |
|----------------------|---|
| 28 Football | a. ☐ b. ☐ c. ☐ |
| 29 Basketball | a. ☐ b. ☐ c. ☐ |
| 30 Baseball | a. ☐ b. ☐ c. ☐ |
| 31 Track | a. ☐ b. ☐ c. ☐ |
| 32 Debate | a. ☐ b. ☐ c. ☐ |
| 33 Dramatics | a. ☐ b. ☐ c. ☐ |
| 34 Public speaking | a. ☐ b. ☐ c. ☐ |
| 35 Publications | a. ☐ b. ☐ c. ☐ |
| 36 Band | a. ☐ b. ☐ c. ☐ |
| 37 Orchestra | a. ☐ b. ☐ c. ☐ |
| 38 Vocal music | a. ☐ b. ☐ c. ☐ |
| 39 Art | a. ☐ b. ☐ c. ☐ |
| 40 Commercial | a. ☐ b. ☐ c. ☐ |
| 41 Livestock judging | a. ☐ b. ☐ c. ☐ |
| 42 Latin | a. ☐ b. ☐ c. ☐ |
| 43 Mathematics | a. ☐ b. ☐ c. ☐ |
| ..... | a. ☐ b. ☐ c. ☐ |
| ..... | a. ☐ b. ☐ c. ☐ |

11 What are the policies of the school with respect to the teaching or administrative loads of sponsors?

- 1 No arbitrary limitations are placed upon the extra-curriculum loads of faculty sponsors.
- 2 All teachers are required to assume responsibility for sponsoring some student activity.
- 3 All teachers are strongly urged to assume responsibility for sponsoring some student activity.
- 4 Ninety per cent or more of the teachers in the school are sponsoring some extra-curriculum activity.
- 5 In general, the curriculum load of teachers is not changed because of extra-curriculum duties.
- 6

PARTICIPANTS

44 Check as many of the following devices as are actually being used in an effort to acquaint pupils with the program of activities available.

- 1 Assembly programs
- 2 Exhibits
- 3 Guidance program: advisors suggest participation, etc.
- 4 Home Room discussions
- 5 Informal conversations with teachers
- 6 Informal conversations with pupils
- 7 Planned publicity in school or city newspapers
- 8 Special extra-curriculum bulletin
- 9 Student handbook
- 10

(12) If the teaching loads of activity sponsors have been lightened, to what degree has this been carried out? For each of the following sponsors, check class loads as follows:

- a. if person teaches one or two regular classes in addition to sponsoring
 - b. if person teaches three regular classes in addition to sponsoring
 - c. if person teaches four regular classes in addition to sponsoring
 - d. if person teaches five regular classes in addition to sponsoring
 - e. if load has not been lightened for this particular sponsor
- Mark each sponsor.

45 What steps are being taken to assist pupils in making choices of activities in which they will participate?

- 1 Students are advised by counselors as to appropriate activities.
- 2 Activities selected by a pupil must be approved by his counselor or home room teacher.
- 3 Students are urged to consult sponsors in order to find out more about the different activities.
- 4 Sponsors and members make an effort to secure new members

- with ability along the lines of the activity.
- 5 Sponsors and members make an effort to secure new members who are in need of training along the lines of the activity.
- 6 Students are strongly urged to visit different activities until they find one of special interest.
- 7 There is no specific school policy with respect to assisting pupils in choosing activities.
- 8

- 6 elected who may learn from the regular office holder is followed.
- 6 The training of activity leaders is left to the sponsors of the different activities.
- 7 The Director of Activities or his appointee supervises meetings regularly to observe how satisfactorily the different leaders are performing duties.
- 8 The Director of Activities regularly holds conferences with student leaders to assist them in becoming more effective leaders.
- 9

46 What is the practice in your school with respect to the amount of participation in extra-curriculum activities?

- 1 No arbitrary controls are placed upon the participation of students.
- 2 Participation in interscholastic athletics is limited to one sport each season.
- 3 Participation in non-athletic interscholastic contests is limited to one such contest during the period of preparation and participation.
- 4 Participation is controlled through a point system limiting the maximum amount of participation.
- 5 Participation is controlled through a point system requiring a minimum amount of participation.
- 6 Participation is controlled through a major-minor system.
- 7 Every student must belong to at least one club.
- 8 Every student must belong to at least one activity.
- 9 Participation is controlled through the manner in which activities are scheduled.
- 10

50 What are the practices with respect to public presentations by those participating in school activities?

- 1 Ordinarily, all requests for public appearances of participants before community groups are welcomed and granted.
- 2 Opportunities for public appearances are eagerly sought by the administrative heads of activities.
- 3 There is an annual "open house" at which the public has an opportunity to observe many extra-curriculum activities.
- 4 Members make use of store windows and other public exhibition places to show results of activity programs.
- 5 Results of activity programs are regularly published in community newspapers.
- 6 Programs have been presented on local radio stations showing the results of extra-curriculum activities.
- 7 No blanket policies with respect to appearances are adhered to.
- 8

FINANCIAL ADMINISTRATION

47 What is the practice relative to making checks of progress of pupils enrolled in activities other than interscholastic ones?

- 1 No formal checks of progress are made.
- 2 Students are given some form of grade or mark by the sponsors of the different activities.
- 3 Under a point system, the number of points awarded is based on the effectiveness of the participation.
- 4 Students are asked to rate the progress of other students in activities.
- 5 Sponsors are asked for reports from time to time relative to the progress of individual pupils in activities.
- 6 The only check made is whether pupils are attending the meetings of the activity.
- 7

51 Who is responsible for the control of extra-curriculum funds of athletic activities in your school?

- 1 General treasurer of the school system
- 2 General treasurer within the school itself
- 3 Principal
- 4 Principal's secretary
- 5 Faculty committee
- 6 Faculty-pupil committee
- 7 Physical education director
- 8 Director of Extra-curriculum Activities
- 9 Treasurer of each organization
- 10

48 What assistance is given students in selecting activity leaders?

- 1 In general, it is assumed that students will choose good leaders without faculty interference.
- 2 Desirable qualifications for student leaders have been pointed out to the students through the handbook, special bulletins, or assembly programs.
- 3 Sponsors have been told to point out desirable qualifications at the time of each student election.
- 4 By school regulation, those eligible for positions of leadership must possess specified scholastic standings.
- 5

52 Who is responsible for the control of extra-curriculum funds of non-athletic activities?

- 1 General treasurer of the school system
- 2 General treasurer within the school itself
- 3 Principal
- 4 Principal's secretary
- 5 Faculty committee
- 6 Faculty-pupil committee
- 7 Physical education director
- 8 Director of Extra-curriculum Activities
- 9 Treasurer of each organization
- 10

49 What steps are being taken in training student leaders of activities?

- 1 There is no definite all-school program for the training of leaders.
- 2 Activity presidents are assembled to discuss rules of parliamentary procedure, how to plan meetings, and other duties.
- 3 Activity secretaries are given specific training by some individual in keeping minutes of meetings and other organization records.
- 4 Activity treasurers are given instructions in keeping accounts by the school treasurer or some other competent person.
- 5 A general school practice, of having minor or assistant officers

53 Are extra-curriculum funds for athletic and non-athletic activities controlled by a different officer?

- 1 Yes
- 2 No

54 Who may authorize expenditures from extra-curriculum funds? (check only one)

- 1 Membership of the activity
- 2 Sponsor of the activity
- 3 Principal
- 4 School Treasurer
- 5 Director of Extra-curriculum Activities
- 6 Combination of 1 and 3
- 7 Combination of 1, 2 and 3
- 8 Combination of 1, 2 and 4
- 9 Combination of 1 and 5
- 10 Combination of 2 and 3
- 11

55 What practices are followed in accounting for extra-curriculum funds?

- 1 All expenditures are made by requisition signed by an officer of the organization, the sponsor, and a central treasurer.
- 2 All expenditures are paid by check which is filed with the invoice and requisition.
- 3 No purchases are paid for unless a purchase requisition and an invoice are presented by the vendor
- 4 In order to teach responsibility, pupils purchase without much supervision and bills are paid as presented.
- 5 Receipts are issued in duplicate to pupils for all funds deposited with the school treasurer.
- 6 The school treasurer is bonded to protect the organizations and school against possible loss of funds.
- 7 Tickets or other materials to be sold are numbered before pupils are allowed to sell them.
- 8 Lost tickets or other materials being sold must be accounted for by pupils.
- 9 Gate receipts are checked periodically with the number of tickets sold.
- 10

56 What practice is followed in auditing extra-curriculum funds?

- 1 There is no regular audit of funds.
- 2 There is an annual audit of the funds by the principal.
- 3 An annual audit is made by a faculty member appointed by the principal.
- 4 An annual audit is made by a faculty committee.
- 5 The Principal's secretary makes an annual audit.
- 6 Annual audit is made by an official appointed by the Board of Education.
- 7 Sponsors of each activity audit their funds and make certified statements.
- 8 There is an annual audit by a competent professional auditor outside the school system.
- 9

57 What insurance provisions relative to participants in activities are made?

- 1 No insurance, other than that carried by those engaged in the transportation of pupils, is carried.
- 2 Insurance covering injuries to participants in interscholastic football is carried.
- 3 Insurance covering injuries to participants in major interscholastic sports is carried.
- 4 Insurance covering injuries to participants in all interscholastic athletics is carried.
- 5 Insurance covering injuries to participants in intramural sports is carried.
- 6 Insurance covering possible injuries to participants in non-athletic interscholastic contests is carried.
- 7 The insurance is provided by a state organization of high schools.
- 8 The insurance is provided by a group organization of high schools.
- 9

58 What are general practices with respect to the financial support of extra-curriculum activities in your school?

- 1 An activities fee is used as a means of support. If this statement is checked, answer the following questions:
Are all students required to pay the fee? (encircle) Yes No
What activities are covered in the fee? (list) _____

What is the amount of the weekly, monthly, semester, or annual payment?

- Weekly _____ Monthly _____ Semester _____ Annual _____
- 2 Season tickets are sold as a means of support.
- 3 When necessary, the Board of Education assists in the financing of all activities excepting interscholastic contests.
- 4 When necessary, the Board of Education assists in the financing of all activities excepting interscholastic athletic contests.
- 5 The Board of Education has supplied financial assistance during the past year in the support of interscholastic athletic contests.
- 6 Intramural athletics are almost entirely financed by the interscholastic athletic program.
- 7 The Board of Education expects the interscholastic athletic program to be financially self-supporting
- 8 Non-athletic interscholastic contests are paid for in whole or part by individuals or groups within the community.
- 9 In general, paying activities support the non-paying ones.
- 10 The proceeds of the activity fees are distributed to all activities on the basis of need.
- 11 In order to facilitate the granting of funds to certain activities, there is one general activity fund with sub-accounts for each activity.
- 12 All activities which are more than self-supporting are assessed a percentage for the general activities fund.
- 13

INTERSCHOLASTIC CONTESTS

59 What is your personal reaction to the program of interscholastic contests engaged in by your school?

- 1 The program now in operation is quite satisfactory.
- 2 There should be more contests of a non-athletic nature.
- 3 Efforts need to be made to stimulate greater student and community interest in non-athletic contests.
- 4 Certain contests are receiving too much emphasis. If you check this statement, please list the ones which you believe are receiving too much emphasis in your school or community: _____
- 5 Certain contests are receiving too little attention. If you check this statement, please list the ones which you believe should receive more emphasis in your school or community: _____
- 6 The general program of contests is too strongly stressed; there is need for curtailment.
- 7

60 Who was responsible for getting contests started in your school? (Check as many of the following factors as seem to have been operative.)

- 1 Contests have been entered chiefly because some teacher saw in them an opportunity to add to the prestige of his or her position or course.
- 2 Most of the contests have been entered because of an aggressive principal or director of extra-curriculum activities.
- 3 The Board of Education has been active in urging the school to enter contests.
- 4 Contests have been entered because neighboring schools were doing so.
- 5 Most contests have been entered because of demands to that effect being made by the students in the school.
- 6 Banks have been active in assisting in a school savings or thrift account.
- 7 A service club, such as Rotary, Kiwanis, or Lions, has sponsored an oratorical, essay or poster contest.
- 8 A band instrument company or its representative has assisted in

- 9 sponsoring a music contest.
- 10 A local firm or group of business men has aided the athletic program by buying equipment.
- 10 A typewriter company or its representative has assisted in sponsoring a commercial contest.

(61)

- 11 Night football has been introduced as a result of suggestions from some local community organization.
- 12 The state college or university has sponsored a contest in which representatives of the school took part.
- 13 A private college or university has sponsored a contest in which representatives of the school have taken part.
- 14

63 What may be said relative to pressure applied by coaches on those students preparing for or engaging in contests?

- 1 Students engaged in contests are not urged to succeed any more than those engaged in regular school subjects.
- 2 These students frequently neglect other school subjects during a period of intensive preparation for contests.
- 3 Pressures are more frequently applied by coaches of non-athletic than athletic contests for students to devote their major energies toward preparation for contests.
- 4 Pressures upon students are present, but these are a necessary phase of participation in contests.
- 5 If you believe this to be a problem of some importance in your school, please **check this question** and indicate the kinds of contests in which pressures seem to be most pronounced:_____

—6

64 What responsibilities are accepted by your school with respect to these aspects of participation in interscholastic contests?

- 1 The school assumes responsibility for providing and paying for transportation to and from contests.
- 2 Local citizens or students are asked to assist in providing and paying for transportation to and from some contests.
- 3 The school assumes full responsibility for the physical and moral well-being of participants while away from home.
- 4 Students who miss time from school while participating in contests are required to make up work they have missed.
- 5 As a matter of fact, this making up of work is quite ineffective.
- 6 A limited amount of spending money is furnished contestants occasionally while they are away from home participating in contests.
- 7 Before a student may participate, parents or guardians are required to sign a statement waiving all claims against the school in case of injury to participants.
- 8

62 Do you know of any pressures which have been applied to cause schools to participate in interscholastic contests, or of questionable practices engaged in by companies to promote their interests whether or not this was for the welfare of the school? A blank is left for your reply. You may wish to answer on a separate page.

65 What responsibilities are accepted by your school with respect to these aspects of participation in non-athletic interscholastic contests?

- 1 In most cases the school assumes responsibility for providing and paying for transportation of participants to and from contests.
- 2 A limited amount of spending money is occasionally furnished contestants when they are away from home participating in contests.
- 3 When necessary, expenses for board and room of contestants are paid for by the school.
- 4 If the band or orchestra, or debate team, or some individual won a local contest, the community would be solicited to provide funds to send the winners to a district, state, or national contest.
- 5 The school assumes full responsibility for the physical and moral well-being of the participants while away from home.
- 6 Students who lose time from school while participating in contests are required to make up work they have missed.
- 7 As a matter of fact, this making up of work is quite ineffective.
- 8 Before a student may participate, parents or guardians are required to sign a statement waiving all claims against the school in case of injury to participants.
- 9

66 If your school plays night football at home, which of these statements characterizes your experience in administering the sport?

- 1 Attendance at games and subsequent revenue have increased materially.
- 2 There is evidence of increased drinking at night games.
- 3 There seems to be more gambling in connection with night games.
- 4 Players like to play as well at night as in daytime.
- 5 In general, the community seems to have approved the change to night games.
- 6 There seems to be more smoking at night games.
- 7

EVALUATION

67 What steps have actually been taken in your school to evaluate the program of extra-curriculum activities?

- 1 No specific steps in evaluation have been taken.
- 2 A study has been made relative to the extent of participation in different activities.
- 3 A study has been made of the opinions of sponsors with respect to how well the objectives of the program were being realized.
- 4 Students have been asked to indicate, in a formal questionnaire, the values they have received from different activities.
- 5 A study has been made to determine the opinions of alumni with respect to the value of the program.
- 6 Parents and patrons have been asked to indicate their opinions with respect to the value of the program and these have been tabulated.
- 7 A study has been made to ascertain the reaction of employers of alumni toward the effectiveness of the program.
- 8 A study has been made among alumni to determine the "carry-over" between participation in school activities and participation in adult activities.
- 9 A study has been made to determine the effects of participation in extra-curriculum activities upon success or failure in the regular curriculum of the school.
- 10 A study has been made to ascertain how much school time is lost annually by participants in contests.
- 11 Teachers have been asked to indicate good and bad outcomes of the program and these replies have been tabulated.
- 12

70 Your committee is anxious to make this study as complete and practical as possible. If you have any suggestions for additional studies in the field of extra-curriculum activities, please describe these in the blank provided or on an extra sheet.

68 If steps have been taken to evaluate the program in your school, how have the conclusions reached been applied to change the program?

- 1 As a matter of fact, there was little actual influence upon the program.
- 2 Greater emphasis was placed upon securing wider participation in activities by the student body.
- 3 Regulations were adopted limiting the participation of certain individuals or groups.
- 4 More emphasis was given to non-athletic activities.
- 5 The work of activity sponsors was more closely supervised.
- 6 There was considerable change in the types of activities offered.
- 7 There was considerable increase in the total number of activities.
- 8 There was considerable decrease in the total number of activities.
- 9

69 Studies made in local school systems in an effort to evaluate the program of extra-curriculum activities are of great interest. In the blank provided or on an attached sheet, will you kindly describe in some detail any such studies that have been made in your system indicating the conclusions derived from the studies.

PART II

DIRECTIONS: Fill in as many of the following blanks as possible:

1 What was the total cost of the extra-curriculum program in your school during 1938-1939 (money spent by the school and Board of Education)?

\$

2 What portion of this was spent for athletic activities?

\$

3 What portion was spent for non-athletic activities?

\$

4 What was the total cost of participating in non-athletic interscholastic contests?

\$

APPENDIX B

QUESTIONNAIRES ANSWERED BY 3,525 STUDENTS, 435
ALUMNI, 214 FACULTY MEMBERS, 994 PAR-
ENTS, AND 128 SPONSORS IN FIVE
SELECTED SCHOOLS

EXTRACURRICULUM ACTIVITIES IN
LYONS TOWNSHIP HIGH SCHOOL

To Students: A study is being made of the extracurriculum activities in the school. As a student, you are well qualified to assist in this study. You are asked to answer questions and fill out this blank as frankly and accurately as possible. The term "extracurriculum" is used to describe those activities, such as athletics, assemblies, clubs, dramatics, publications, and so on, that students engage in without receiving credit toward graduation. Your co-operation in filling in the questionnaire will be greatly appreciated. All replies will be considered confidential.

.

Please give this information about yourself:

Grade _____ Sex (boy or girl) _____ Age (nearest birthday) _____

Name and location of last elementary school attended before entering high school:

Name and location of any other high school attended (give most recent):

When did you first enter Lyons Township High School? _____
(month) (year)

.

PART I

Program of Activities

You are asked to do two things in this part of the questionnaire. You will find on the next page a list of the extracurriculum activities in the school along with three columns which you are to use in giving information. Here are the two things you are to do:

First, place a check mark (✓) in the left-hand column (No. 1) opposite all activities in which you have taken part during the past twelve months. Include only those activities in which you continued membership until the end of the season or semester. Be sure, however, to include all of the activities you are taking part in at the present time.

Second, if you belonged to some other activities during the past twelve months, but discontinued membership in them for some reason or other, indicate this by writing in Column No. 2 immediately to the right of the activities, the number or numbers of the reasons why you did this, using the numbers as given in the column at the extreme right of the page (No. 3). If there

are reasons other than those given in Column No. 3, add these and give them a number.

For example, if you belong to the French Club, put a check mark in Column No. 1 to the left of this activity. On the other hand, if you discontinued Fresh-Soph Track because you lacked the necessary ability or skill, you would write the number, 8, in Column No. 2 at the right of this activity.

No. 1		No. 2	No. 3
Belong Now or Completed (check)	Activities	Write in Numbers of Reasons for Discontinuing	Reasons for Discontinuing
	Boys' Activities		
	Heavyweight Football		1-Lost interest.
	Lightweight Football		2-Did not like the way it was being run.
	Junior Varsity Football		3-Didn't like some of the members.
	Freshmen Football		4-Didn't like the sponsor or coach.
	Heavyweight Basketball		5-Opportunities for leadership were not present.
	Lightweight Basketball		6-Cost too much money in proportion to its value.
	Junior Varsity Basketball		7-Didn't have enough money.
	Fresh-Soph Basketball		8-Lacked necessary ability or skill.
	Senior Track		9-Interfered with regular school work.
	Fresh-Soph Track		10-Lacked time for it because of out-of-school work.
	Cross Country		11-Lacked time for it because of out-of-school activities.
	Golf		12-Advised to withdraw by sponsor or coach.
	Tennis		13-Advised to withdraw by principal or advisor.
	L Club		14-Advised to withdraw by some other faculty member.
	Boys' Student Council		15-School regulations.
	Camera Club		16-(add others.)
	Girls' and Boys' Activities		
	Playmakers		
	Fresh-Soph Theater		
	All Arts Club		
	French Club		
	German Club		
	Spanish Club		
	Tabulae (Annual)		
	Debating		
	Mu Tau Club		
	Science and Math Club		
	Aeneidae Club		
	Class Plays		
	Girls' Activities		
	Girls' Athletic Assn.		
	O.E.O.		
	Girls' League Senate		
	Home Economics Club		
	Teanya Club		
	Girls' Student Council		
	Others not listed:		

PART II

Activities You Would Like to Join

There are, possibly, some activities in the school you have not taken part in during the past twelve months, but in which you would like to take part, if it weren't for certain reasons which prevent this. If this is true, you are asked to fill in some information on this page.

You will note there are two columns in addition to the list of activities. Column No. 2, at the right of the page, contains a list of possible reasons why you are not taking part in these activities you would like to join. These reasons are numbered. You are asked to indicate the activities in which you would like to take part, but aren't, by writing in the middle column (No. 1), after each of these activities, the numbers of the reasons why you haven't taken part. For example, if you would like to take part in debating, but cannot do so because it would interfere with your regular school work, write the number, 5, in the middle column opposite "Debating."

Activities	No. 1	No. 2
	Write in Numbers of Reasons for Not Taking Part	Reasons for Not Taking Part
Boys' Activities		
Heavyweight Football		1-School Regulations.
Lightweight Football		2-Advised not to join by sponsor or coach.
Junior Varsity Football		3-Advised not to join by principal or advisor.
Freshmen Football		4-Advised not to join by some other faculty member.
Heavyweight Basketball		5-Would interfere with regular school work.
Lightweight Basketball		6-Lack time for it because of out-of-school work.
Junior Varsity Basketball		7-Lack time for it because of out-of-school activities.
Fresh-Soph Basketball		8-Lack necessary ability or skill.
Senior Track		9-Don't have enough money.
Fresh-Soph Track		10-Costs more than it is worth.
Cross Country		11-Opportunities for leadership are not present.
Golf		
Tennis		
L Club		
Boys' Student Council		
Camera Club		
Girls' and Boys' Activities		
Playmakers		
Fresh-Soph Theater		
All Arts Club		
French Club		
German Club		
Spanish Club		
Tabulae (Annual)		
Debating		

PART II--Continued

Activities	No. 1	No. 2
	Write in Numbers of Reasons for Not Taking Part	Reasons for Not Taking Part
Mu Tau Club		12-Don't like the sponsor or coach.
Science and Math Club		13-Don't like some of the members.
Aeneidae Club		14-Don't like the way it is being run.
Class Plays		15-Membership is by election.
Girls' Activities		16-(add others.)
Girls' Athletic Assn.		
O.E.O.		
Girls' League Senate		
Home Economics Club		
Teenya Club		
Girls' Student Council		

PART III

Results of Taking Part in Activities

1. What actual benefits do you believe you receive from taking part in extracurriculum activities? Among the list of possible benefits given below, check those which in your opinion have resulted from participation. You may also add others to the list. Remember, these benefits apply only to extracurriculum activities.

- ☐ 1. Gained in ability to be a good presiding officer.
- ☐ 2. Developed more skill in being able to speak before an audience.
- ☐ 3. Became more tolerant of the opinions and wishes of others.
- ☐ 4. Became more willing to accept criticism from others.
- ☐ 5. Created a greater interest in regular school subjects.
- ☐ 6. Caused you to decide not to drop out of school.
- ☐ 7. Created a greater loyalty to the school.
- ☐ 8. Aided in helping you decide upon a possible lifework.
- ☐ 9. Developed a new hobby or special interest.
- ☐ 10. Developed further some hobby or special interest already acquired.
- ☐ 11. Developed some special skill or ability.
- ☐ 12. Resulted in the development of new friendships.
- ☐ 13. Developed more poise or ease in social contacts.
- ☐ 14. Became more careful of personal appearance.
- ☐ 15. Brought about a greater interest in your city.
- ☐ 16. Gave something worth-while to do in leisure time.
- ☐ 17. Made school seem more interesting.
- ☐ 18. Gained valuable information that would not have been received in a regular classroom or course.
- ☐ 19. Developed ability to organize and lead other young people.
- ☐ 20. Learned important health habits.
- ☐ 21. Learned how to win and lose in a sportsman-like manner.
- ☐ 22. Resulted in more friendly relations with teachers.
- ☐ 23. (You may add others.)

2. Are there any undesirable outcomes or results associated with your participation in extracurriculum activities? A list of possible outcomes and results is provided. If, in your opinion, any of these apply, place check marks in front of the statements. You may add others to the list if you wish.

- ☐ 1. Caused neglect of regular school subjects.
- ☐ 2. Cost more money than its value justified.
- ☐ 3. Took more time proportionately than its value justified.
- ☐ 4. Caused jealousies among students.
- ☐ 5. Thinking became directed too much in terms of winning games or contests.
- ☐ 6. Gave persons outside the school a chance to interfere in school affairs.
- ☐ 7. Small groups, or cliques, developed and controlled activities.
- ☐ 8. Gave a feeling of being inferior to many other students.
- ☐ 9. (You may add others.)

PART IV

Some General Questions

Here are some general questions relative to your participation in extracurriculum activities. Answer these in the manner indicated after each question.

1. What is your opinion regarding the total amount of time and energy you give to extracurriculum activities? (encircle one answer)
 too much about the right amount too little have no
 definite opinion
2. Which do you enjoy the more, if you have a preference, the regular curriculum of school subjects or the extracurriculum activities? (encircle one reply)
 regular curriculum extracurriculum activities
 have no special preference
3. Indicate here the total number of offices you have been elected to in high school organizations during the past twelve months:
 - a. number of major offices (president, manager, editor, captain) _____
 - b. number of minor offices (all others) _____
4. Indicate here the total number of offices you have been elected to in organizations outside the school during the past twelve months:
 - a. number of major offices (president, manager, editor, captain, etc.) _____
 - b. number of minor offices (all others) _____
5. List the extracurriculum activities you participate in that you consider most worth while (list the most worth-while activity first):

1. _____	2. _____
3. _____	4. _____

6. List the extracurriculum activities you participate in that you consider unprofitable (list the most unprofitable activity first):

1. _____ 2. _____

7. This question is to be answered by only those students who either have not participated at all or have been in only one or two activities during the past twelve months. If you come under this classification, check one or more of the following statements as an explanation of your limited participation:

- ___ 1. None or relatively few of the present high-school organizations are of interest.
- ___ 2. Home duties or other work after school either prevent your taking part or take all of your spare time.
- ___ 3. Have to devote most of your spare time to your regular school subjects.
- ___ 4. The expense connected with school organizations is too great.
- ___ 5. Belong to organizations outside the school that take up most of your spare time.
- ___ 6. (Write other reasons.)

PART V

Organized Activities Outside the School

It is quite probable that you belong to some organizations not connected with the school. In a sense these also may be considered as extracurriculum activities. While they are not connected with that part of your education for which the school assumes responsibility, yet these out-of-school activities are a part of your education. Therefore, in order to get a complete picture of activities in which you engage, these organized activities outside the school must be included in the questionnaire.

You will notice three columns on the next page, one containing a list of activities and two others to be filled in by you. First, look over the list of activities and then place a check mark in the middle column (No. 1) opposite all these activities in which you are now taking part. Second, estimate the approximate number of hours you spend each month in each activity you checked and write this number in the right-hand column (No. 2) opposite the activity.

For example, suppose you are engaging in some religious activities and that you spend about ten hours per month in these, you would place a check mark in the middle column and write the number, 10, in the right-hand column opposite "Religious." In the case of class or private instruction, indicate the total amount of time spent in lessons and practice.

Organized Activities Outside the School	No. 1	No. 2
	Now Taking Part (check)	Estimated Time Spent per Month (hours)
Religious		
Athletic teams		
Playground organizations		
Boy Scouts		
Girl Scouts		
Campfire Girls		
Y.M.C.A. group		
Hi-Y		
Y.W.C.A. group		
Girl Reserves		
Bridge club		
Dramatics club		
Fraternity or sorority		
Social club		
Dancing class or lessons		
Music class or lessons		
Art class or lessons		
Speech class or lessons		
Builders		
Ciska		
Add others:		

PART VI

Suggestions for Improvement

What are your criticisms of the present program of extra-curriculum activities? Some possible criticisms are listed for your consideration. If, in your opinion, any of these apply, place check marks in front of the statements. Please feel free to add other criticisms and suggestions for improvement.

- ☐ 1. Too many extracurriculum activities are provided by the school.
- ☐ 2. Too few extracurriculum activities are provided by the school.
- ☐ 3. Too much emphasis is placed by the school upon participation in extracurriculum activities.
- ☐ 4. In general, there is too much emphasis in the school on the regular school subjects and too little upon extracurriculum activities.
- ☐ 5. Students get unduly excited over participation in activities.
- ☐ 6. Students do not take enough part in extracurriculum activities.
- ☐ 7. Positions of responsibility in activities are not distributed evenly enough throughout the school.

- ___8. Teachers do not take enough interest or spend enough time in sponsoring extracurriculum activities.
- ___9. More should be done in encouraging individual students to participate.
- ___10. (Add others.)

To Alumni: A study is being made of the extracurriculum activities in the school. As one of the alumni, you are well qualified to assist in this study. You are asked to spend a few minutes in answering some questions relative to your experiences in taking part in extracurriculum activities while in school. The term "extracurriculum" is used to describe those school activities, such as athletics, assemblies, clubs, dramatics, publications, student organizations, and so on, that are engaged in by students without receiving credit toward graduation. The instructions for answering each question are given immediately after the question.

1. What is your opinion regarding the total amount of time and energy you gave to extracurriculum activities while you were in high school? (Encircle one reply)

too much about the right amount too little no definite opinion

2. As you now view your high-school experiences, which did you seem to enjoy the more, if you had a preference, the regular curriculum of school subjects or the extracurriculum activities? (Encircle one reply)

3. During your four years in high school, about how many different extracurriculum activities did you take part in?
(Indicate the number here)

4. Indicate here, approximately, the number of offices you were elected to in different organizations while you were in high school:

a. number of major offices (pres., manager, editor, captain, etc.)

b. number of minor offices (all others)

5. List the high-school extracurriculum activities you participated in that you consider most beneficial:

6. List the high-school extracurriculum activities you participated in that you consider unprofitable:

7. List the college extracurriculum activities you participated in that you consider most beneficial:

8. List the college extracurriculum activities you participated in that you consider unprofitable:

9. What actual benefits do you believe you received from taking part in extracurriculum activities while you were in high school? A list of benefits is given. Check the benefits which in your opinion have resulted from participation. You may also add others to the list. Remember, these benefits apply only to extracurriculum activities.

- ☐ 1. Gained in ability to be a good presiding officer.
- ☐ 2. Developed more skill in being able to speak before an audience.
- ☐ 3. Became more tolerant of the opinions and wishes of others.
- ☐ 4. Created a greater interest in regular school subjects.
- ☐ 5. Became more willing to accept criticism from others.
- ☐ 6. Caused you to decide not to drop out of school.
- ☐ 7. Created a greater loyalty to the school.
- ☐ 8. Aided in helping you decide upon a lifework.
- ☐ 9. Developed a new hobby or special interest.
- ☐ 10. Developed further some hobby or special interest already acquired.
- ☐ 11. Developed some special skill or ability.
- ☐ 12. Resulted in the development of new friendships.
- ☐ 13. Developed more poise or ease in social contacts.
- ☐ 14. Became more careful of personal appearance.
- ☐ 15. Brought about a greater interest in the city.
- ☐ 16. Made school seem more interesting.
- ☐ 17. Gave something worth-while to do in leisure time.
- ☐ 18. Gained valuable information that would not have been received in a regular course.
- ☐ 19. Developed ability to organize and lead other young people.
- ☐ 20. Learned important health habits.
- ☐ 21. Learned how to win and lose in a sportsman-like manner.
- ☐ 22. Resulted in more friendly relations with teachers.
- ☐ 23. (You may add others.)

10. Were there any undesirable outcomes from your participation in extracurriculum activities while you were in high school? A list of some possible outcomes is provided. You may check any of these which you think have resulted, or you may add others to the list.

- ☐ 1. Caused neglect of regular school subjects.
- ☐ 2. Cost more money than its value justified.
- ☐ 3. Took more time proportionately than its value justified.
- ☐ 4. Caused jealousies among students.
- ☐ 5. Thinking became directed too much in terms of winning games or contests.
- ☐ 6. Gave persons outside the school a chance to interfere in school affairs.
- ☐ 7. Small groups, or cliques, developed and controlled affairs.
- ☐ 8. Gave a feeling of being inferior to many other students.
- ☐ 9. (You may add others.)

11. What are your criticisms of the program of extracurriculum activities provided in the school? Some possible criticisms are listed for your consideration. If, in your opinion, any of these apply, place check marks in front of the statements. Please feel free to add other criticisms not included in the list.

- ___ 1. Too many extracurriculum activities were provided by the school.
- ___ 2. Too few activities were provided by the school.
- ___ 3. Too much emphasis was placed by the school upon participation in activities.
- ___ 4. In general, there was too much emphasis in the school on the regular school subjects and too little upon extracurriculum activities.
- ___ 5. The faculty were not sufficiently interested in extracurriculum activities.
- ___ 6. Students did not take enough interest in extracurriculum activities.
- ___ 7. Positions of responsibility in activities were not distributed evenly enough throughout the school.
- ___ 8. Teachers do not take enough interest or spend enough time in sponsoring extracurriculum activities.
- ___ 9. More should be done to encourage students to participate.
- ___ 10. (Kindly add other criticisms and suggestions for improvement, using back of page.)

Thank you for your co-operation in answering these questions.

EXTRACURRICULUM ACTIVITIES IN
WHITING HIGH SCHOOL

To Faculty Members: A study is being made of the extracurriculum activities in the school. A frank statement of the opinions of faculty members with respect to the program is highly desirable. You are asked, therefore, to spend a few minutes in answering some questions relative to these activities. The instructions for answering each question are given immediately after the question. Your replies will be considered confidential. Please return the form as soon as possible to the office.

1. Please give this general information: This is being filled out by (encircle which) man woman.

Give the number of extracurriculum activities in the school you are now sponsoring_____.
2. List extracurriculum activities you have sponsored in the past either in this school or elsewhere: _____

3. List activities outside the school that you are sponsoring or have sponsored during the past twelve months: (teaching a Sunday School class, serving as scoutmaster, etc.) _____

4. What actual benefits do you believe students in the school receive from participation in extracurriculum activities? A list of possible benefits is given. Check these according to the following plan: Column 1, if many students receive this benefit; Column 2, if some students receive this benefit; and Column 3, if few or no students are benefitted in this manner. If you fail to check a given benefit, this means that you either have no evidence or are uncertain. You may add other benefits to the list. Remember, these benefits apply only to extracurriculum activities.

<u>Benefits</u>	(1)	(2)	(3)
	<u>Many</u>	<u>Some</u>	<u>Few or No</u>
1. Gain in ability to be a good presiding officer.	_____	_____	_____
2. Develop more skill in being able to speak before an audience.	_____	_____	_____
3. Became more tolerant of the opinions and wishes of others.	_____	_____	_____
4. Create a greater interest in regular school subjects.	_____	_____	_____
5. Become more willing to accept criticism from others.	_____	_____	_____
6. Cause students to decide not to drop out of school.	_____	_____	_____
7. Create a greater loyalty to the school.	_____	_____	_____
8. Aid in helping students decide upon a lifework.	_____	_____	_____
9. Develop a new hobby or special interest.	_____	_____	_____
10. Develop further some hobby or special interest already acquired.	_____	_____	_____

<u>Benefits--Continued</u>	(1)	(2)	(3)
	<u>Many</u>	<u>Some</u>	<u>Few or No</u>
11. Develop some special skill or ability.	_____	_____	_____
12. Results in the development of new friendships.	_____	_____	_____
13. Develop more poise or ease in social contacts.	_____	_____	_____
14. Become more careful of personal appearance.	_____	_____	_____
15. Bring about a greater interest in the city.	_____	_____	_____
16. Made school seem more interesting.	_____	_____	_____
17. Gives something worth-while to do in leisure time	_____	_____	_____
18. Gain valuable information that would not have been received in a regular course.	_____	_____	_____
19. Develop ability to organize and lead other people.	_____	_____	_____
20. Learn important health habits.	_____	_____	_____
21. Learn how to win and lose in a sportsman-like manner.	_____	_____	_____
22. Results in more friendly relations with teachers.	_____	_____	_____
23. (You may add others.)	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

5. What undesirable outcomes do you believe result from or are accompanied by participation in extracurriculum activities? A list of some possible outcomes is provided. Check these in the same manner as you did the benefits. If you do not check a given outcome, this means that you either have no evidence or are uncertain. You may add other outcomes to the list.

<u>Outcomes</u>	<u>Many</u>	<u>Some</u>	<u>Few or No</u>
1. Causes neglect of regular school subjects.	_____	_____	_____
2. Costs more money than its value justified.	_____	_____	_____
3. Takes more time proportionately than its value justifies.	_____	_____	_____
4. Causes jealousies among students.	_____	_____	_____
5. Thinking becomes directed too much in terms of winning games or contests.	_____	_____	_____
6. Gives persons outside the school a chance to interfere in school affairs.	_____	_____	_____
7. Small groups, or cliques develop and control affairs.	_____	_____	_____
8. Gives a feeling of being inferior to many other students.	_____	_____	_____
9. (You may add others.)	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

6. What are your criticisms of the program of extracurriculum activities provided in the school? Some possible criticisms are listed for your consideration. If, in your opinion, any of these apply, place check marks in front of the statements. Please feel free to add other criticisms not included in the list.

- ☐ 1. Too many extracurriculum activities are provided by the school.
- ☐ 2. Too few activities are provided by the school.
- ☐ 3. Too much emphasis is placed by the school upon participation in extracurriculum activities.
- ☐ 4. In general, there is too much emphasis in the school on the regular school subjects and too little upon extracurriculum activities.
- ☐ 5. The faculty are not sufficiently interested in extracurriculum activities.
- ☐ 6. Students do not take enough interest in extracurriculum activities.
- ☐ 7. Positions of responsibility in activities are not distributed evenly enough throughout the school.
- ☐ 8. Teachers do not take enough interest or spend enough time in sponsoring activities.
- ☐ 9. More should be done in encouraging individual students to participate.
- ☐ 10. (Kindly add other criticisms and suggestions for improvement.)

Return to Whiting High School Office

EXTRACURRICULUM ACTIVITIES IN WHITING HIGH SCHOOL

To Parents: A study is being made of the extracurriculum activities in the school. As a parent, you are well qualified to assist in this study. You are asked to spend a few minutes in answering some questions relative to the participation of your children in these activities. The term "extracurriculum" is used to describe those school activities, such as athletics, assemblies, clubs, dramatics, publications, student organizations, and so on, that are engaged in by students without receiving credit toward graduation. The instructions for answering each question are given immediately after the question. Please do not consult your child in answering questions: students already have filled out a questionnaire.

1. By whom is this questionnaire being filled out? (check)

_____ Father
 _____ Mother
 _____ Guardian

2. What is your opinion regarding the total amount of time and energy your child gives to extracurriculum activities? (Encircle one reply.)

too little about the right amount too much
no definite opinion

3. Which do you think your child seems to enjoy the more, if a preference has been shown, the regular curriculum of school subjects or the extracurriculum activities? (Encircle one reply.)

regular curriculum extracurriculum activities
has no special preference

4. List the extracurriculum activities your child participates in that you consider most beneficial:

5. List the extracurriculum activities your child participates in that you consider unprofitable:

6. What actual benefits do you believe your child has received from taking part in extracurriculum activities? A list of benefits is given. Check the benefits which in your opinion have resulted from participation. You may also add others to the list. Remember, these benefits apply only to extracurriculum activities.

- 1. Gained in ability to be a good presiding officer.
- 2. Developed more skill in being able to speak before an audience.
- 3. Became more tolerant of the opinions and wishes of others.
- 4. Became more willing to accept criticism from others.
- 5. Created a greater interest in regular school subjects.
- 6. Caused him or her to decide not to drop out of school.
- 7. Created a greater loyalty to the school.
- 8. Aided in helping him or her decide upon a lifework.

- ___ 9. Developed a new hobby or special interest.
 - ___ 10. Developed further some hobby or special interest already acquired.
 - ___ 11. Developed some special skill or ability.
 - ___ 12. Resulted in the development of new friendships.
 - ___ 13. Developed more poise or ease in social contacts.
 - ___ 14. Became more careful of personal appearance.
 - ___ 15. Brought about a greater interest in the city.
 - ___ 16. Made school seem more interesting.
 - ___ 17. Gave something worth-while to do in leisure time.
 - ___ 18. Gained valuable information that would not have been received in a regular course.
 - ___ 19. Developed ability to organize and lead other young people.
 - ___ 20. Learned important health habits.
 - ___ 21. Learned how to win and lose in a sportsman-like manner.
 - ___ 22. Resulted in more friendly relations with teachers.
 - ___ 23. (You may add others.)
7. Are there any undesirable outcomes from your child's participation in extracurriculum activities? A list of some possible outcomes is provided. You may check any of these which you think have resulted, or you may add others to the list.
- ___ 1. Caused neglect of regular school subjects.
 - ___ 2. Cost more money than its value justified.
 - ___ 3. Took more time proportionately than its value justified.
 - ___ 4. Caused jealousies among students.
 - ___ 5. Thinking became directed too much in terms of winning games or contests.
 - ___ 6. Gave persons outside the school a chance to interfere in school affairs.
 - ___ 7. Small groups, or cliques developed and controlled affairs.
 - ___ 8. Gave a feeling of being inferior to many other students.
 - ___ 9. (You may add others.)
8. What are your criticisms of the present program of extracurriculum activities? Some possible criticisms are listed for your consideration. If, in your opinion, any of these apply, place check marks in front of the statements. Please feel free to add other criticisms not included in the list.
- ___ 1. Too many extracurriculum activities are provided by the school.
 - ___ 2. Too few activities are provided by the school.
 - ___ 3. Too much emphasis is placed by the school upon participation in extracurriculum activities.
 - ___ 4. In general, there is too much emphasis in the school on the regular school subjects and too little upon extracurriculum activities.
 - ___ 5. Students get unduly excited over their participation in activities.
 - ___ 6. The children do not take enough part in extracurriculum activities.
 - ___ 7. Positions of responsibility in extracurriculum activities are not distributed evenly enough throughout the school.
 - ___ 8. Teachers do not take enough interest or spend enough time in sponsoring activities.
 - ___ 9. More should be done to encourage individual students
 - ___ 10. (Kindly add other criticisms and suggestions for improvement.)

EXTRACURRICULUM ACTIVITIES IN
LYONS TOWNSHIP HIGH SCHOOL

To Sponsors of Activities: A study is being made of the extracurriculum activities in the school. This questionnaire deals with the activity which you sponsor. The instructions for answering each question are given immediately after each question. Please answer these to the best of your ability and return the form to Miss Homer in the office.

1. What is the name of the activity? _____
2. Give a brief history of the activity, indicating when it was first organized, whether it has been continuously active, and any other interesting historical facts. (Space is provided here or you may use the back of this page.)
3. What is the relation of this activity to the regular curriculum? (Check one reply.)
 - ☐ 1. Activity is organized as a regular part of a class or subject.
 - ☐ 2. Activity conducted as a related part of the work in a class or subject.
 - ☐ 3. Activity conducted entirely independent of the regular curriculum.
 - ☐ 4. (State other relationships.)
4. Does the activity have a constitution? (Encircle one reply.)

yes no

 If there is a constitution, please include a copy if possible.
5. Is there a written statement of the purposes of the activity?

(Encircle one reply.) yes no

 If there is a written statement, please include a copy in your reply.
6. In case there is no written statement of the purposes of the activity, check as many of the following statements as necessary in indicating the purposes:
 - ☐ 1. To provide students having special interest or ability in the activity an opportunity to develop further that interest and ability through participation in the activity.
 - ☐ 2. To provide students having little or no ability in the activity an opportunity to develop ability through participation in the activity.
 - ☐ 3. To develop interest in, and appreciation of, activities of the particular kind represented in this activity.
 - ☐ 4. To provide students with a desirable source of recreation, or a worthy means of using leisure time.
 - ☐ 5. (Add others, if you wish.)
7. If the purposes of the activity have undergone any changes in the past three years, indicate the nature of these:

8. Give the present membership in the activity by grades and sex.

Sex	Grades			
	9	10	11	12
Boys				
Girls				
Total				

9. How are members of the activity selected? (Check statements that apply.)

- ☐ 1. Vote of the present members.
☐ 2. Desire of students to become members through INTEREST in the activity.
☐ 3. Desire of students to become members because of ABILITY to take part in the activity.
☐ 4. Students automatically become members through (encircle which) membership in school, membership in a grade, registration in a class, or what? _____
☐ 5. Invitation of present members.
☐ 6. Invitation of sponsor.
☐ 7. Assignment by (encircle which) Principal, Advisor, Sponsor, Homeroom Teacher, Director of Extracurriculum Activities, or whom? _____
☐ 8. (Indicate other methods.) _____

10. How long do students continue to be members? (encircle)
 semester year 2 years life in school (add others)
11. How many members withdrew, dropped out, resigned, or were asked to resign from the activity during the past semester?
- _____

12. If there are formal qualifications for membership, what are these? (check)

- ☐ 1. Interest in the activity. ☐ 2. Ability to take part in the activity.
☐ 3. Sex. ☐ 4. Age.
☐ 5. Grade in school. ☐ 6. Registration in a particular subject.
☐ 7. Scholarship standing (specify _____)
☐ 8. (List others.) _____

13. If there are informal qualifications for membership, describe these:

14. Are provisions made for training new members in any of the following points? (check)

- ☐ 1. The purposes of the activity. ☐ 2. The activities of the organization.
☐ 3. Duties and responsibilities of members. ☐ 4. Eligibility to office in the organization.
☐ 5. Participation in the programs and other activities of the organization. ☐ 6. (Add others.) _____

15. How is this training given? (check)

- ☐ 1. Formal instruction by the sponsor.
☐ 2. Instruction given incidentally by the sponsor.
☐ 3. Instruction and information secured from other members of the activity.
☐ 4. Instruction and information secured only through attendance at meetings and programs.
☐ 5. Instruction and information secured only through participation in activities.
☐ 6. Printed or mimeographed material. (Please include copies)
☐ 7. (Add other methods.)

16. Are attempts made to secure as members students who would benefit by membership in a group and through participation in group activities? (encircle) yes no

17. Are attempts made to secure as members students who have little or no INTEREST in the activities and purposes of the organization? (encircle) yes no

18. Are attempts made to secure as members students who have little or no ABILITY in performing the activities of the organization? (encircle) yes no

19. When, how frequently, and where does the activity meet?

When? _____ How frequently? _____ Where? _____

20. What is the nature of the meetings of the activity? Give a brief description of the programs of several meetings during this school year.

21. Which of the following statements apply to the meetings of the organization? (check)

- ☐ 1. A definite order of business is followed for each meeting.
☐ 2. Parliamentary procedure rules are followed in conducting the business part of the meeting.
☐ 3. Parliamentary procedure rules are followed in conducting the entire meeting.
☐ 4. Meetings are open only to members.
☐ 5. Meetings are open to members and friends.
☐ 6. Meetings are open to all students who wish to come.
☐ 7. Regular attendance at meetings and programs is compulsory on the part of members.
☐ 8. Attendance of members is recorded.
☐ 9. (Add others.)

22. Indicate in the table below the desired information for the last three meetings of the activity.

	1	2	3
Number of members attending			
Number of members participating in program			

23. On an average, about how many times during the past semester did each member participate in the programs? (encircle)
- once twice three times five times
- oftener than five times
24. What provisions are made for securing the participation of members in programs? (check)
- ☐ 1. No specific provisions are made.
 - ☐ 2. Sponsor supervises the preparation of programs with this point in view.
 - ☐ 3. Sponsor checks over list of members periodically to see that each member has participated.
 - ☐ 4. Each member expected to volunteer at least once during a semester.
 - ☐ 5. (Add other methods.)
25. What part does the sponsor play in the meetings? (check)
- ☐ 1. Takes no active part.
 - ☐ 2. Acts as chairman.
 - ☐ 3. Directs discussions.
 - ☐ 4. Serves as critic.
 - ☐ 5. (Give other explanations.)
26. Does the activity conduct any activities outside the regular meetings and programs? If so, tell something of the nature and frequency of these activities.
27. What officers does the activity have? (check)
- ☐ 1. President.
 - ☐ 2. Vice-president.
 - ☐ 3. Secretary.
 - ☐ 4. Treasurer.
 - ☐ 5. Secretary-treasurer.
 - ☐ 6. Representative to student council.
 - ☐ 7. Editor.
 - ☐ 8. Manager.
 - ☐ 9. Conductor or leader.
 - ☐ 10. (List others.)
28. How are these officers selected? (check)
- ☐ 1. Popular nomination and vote by activity members.
 - ☐ 2. Nomination by special committee and popular vote.
 - ☐ 3. Appointed by sponsor.
 - ☐ 4. Try-out, or other form of competition.
 - ☐ 5. (Add other methods.)
29. List any standing committees the organization has and indicate how the chairmen of these committees are selected:
30. What is the term of office of the officers? (encircle)
- semester year two years life in school (add other terms)
31. What qualifications must be met by students holding offices? (check)
- ☐ 1. No qualifications.
 - ☐ 2. Grade in school.
 - ☐ 3. Scholarship standing (specify) _____
 - ☐ 4. Registration in a particular subject or department.
 - ☐ 5. Special interest or ability in the activities of the club.
 - ☐ 6. Apparent leadership qualities.
 - ☐ 7. Definite period of time served as member of activity before being eligible to office.
 - ☐ 8. (Add other qualifications)

32. What provisions are made for training the officers in the duties of their positions? (check)
- ☐ 1. No specific provisions are made.
 - ☐ 2. Special instructions by the sponsor of the activity.
 - ☐ 3. Printed or mimeographed outlines of duties and responsibilities of officers discussed and explained by the sponsor. (Please include any such materials.)
 - ☐ 4. Incidental instruction gained through attendance and participation in meetings of the activity.
 - ☐ 5. Instruction gained from older members and former officers.
 - ☐ 6. Definite period of training as a minor officer, or as an assistant to the officer.
 - ☐ 7. (Add other methods.)
33. Are attempts made to secure as officers those who would undoubtedly benefit by contact with the responsibilities of officeholding? (encircle) yes no
34. Does the club collect and expend money, or have any financial responsibilities to assume? (encircle) yes no
35. What officers in the club are responsible for financial duties? (list) _____
36. To whom is this person (Question 35) directly responsible in accounting for funds? _____
37. How is financial support for the activity secured? (check)
- ☐ 1. Funds from the Board of Education.
 - ☐ 2. Assessments on members whenever money is needed.
 - ☐ 3. Voluntary contributions from members.
 - ☐ 4. Regular dues from members.
 - ☐ 5. Each member pays his own expenses whenever expenses arise.
 - ☐ 6. Central financial support for all extracurriculum activities.
 - ☐ 7. Proceeds from club enterprises (sale of publications, tickets).
 - ☐ 8. Proceeds from sales (candy, rummage, etc.).
 - ☐ 9. (Add other methods.)
38. What is the relation between you as sponsor and the administrative officer to whom you are directly responsible in connection with these duties? (check)
- ☐ 1. Officer requires written reports of the work of the activity at regular intervals.
 - ☐ 2. Officer requires reports only occasionally.
 - ☐ 3. Officer advises and counsels with sponsor when necessary.
 - ☐ 4. Financial reports are required periodically.
 - ☐ 5. There is no apparent relation between sponsor and officer.
 - ☐ 6. (Specify other relations.)
39. What are your qualifications as sponsor of this activity? (check and give information)
- ☐ 1. Instructor in subject or subjects closely related to the activity.
 - ☐ 2. Experience in the activities of the organization through participation in a similar organization in college.
 - ☐ 3. Special ability, skill, or interest in performing the activity.
 - ☐ 4. Experience in handling activities in general.
Experience in number of years: _____

- ___ 5. Experience in handling this particular activity.
 Indicate number of years of such experience: _____
 ___ 6. Training in sponsoring activities in general.
 Indicate amount and kind of such training: _____
 ___ 7. Training in sponsoring this particular activity.
 Indicate amount and kind: _____
 ___ 8. (Add other qualifications.) _____
40. What regular subject do you teach?
41. How many class periods do you teach per week? _____
42. Indicate here the time, in minutes, given by you in sponsoring the work of the activity during the four weeks of the past month:

	1	2	3	4
Time during school hours				
Time out of school hours				

43. Do you feel hindered by any factors in performing your duties as a sponsor in an effective manner? Such things as administrative regulations, administrative indifference, student opinions, lack of financial support, lack of time on the part of sponsors and students, and so on, might be factors. List any such factors as seem to be operative in your case:

